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ABSTRACT

Internal and external evaluation reports of community education-work councils established by Asnuntuck Community College (Connecticut), Bayamon Regional College (Puerto Rico), and De Kalb Community College (Georgia) are included in this document. Under sponsorship of the American Association of Community and Junior Colleges and the Department of Labor, the councils serve to develop a working partnership among local education agencies and business and industry to help bridge the gap between schooling and work. The reports cover the following components: an executive summary, chronology of major events, various problems encountered, finances, recommendations, program-related materials, program objectives and effectiveness, the role of the staff, program development, and various charts and tables. (LH)

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COMMUNITY EDUCATION-WORK COUNCILS

Demonstration Site Reports on the First Year:

February 15 through October 15, 1977

Asnuntuck Community College, Enfield, Connecticut

Inter American University of Puerto Rico, Bayamon
Regional College, Bayamon, Puerto Rico

DeKalb Community College, Clarkston, Georgia

Volume II

JC 780 105

The Education-Work Council Program at each of the colleges was supported by a subcontract with the American Association of Community and Junior Colleges. AACJC was funded through a contract with the U.S. Department of Labor, Employment and Training Administration, Office of National Programs, Contract Number 99-7-784-42-09. The opinions expressed in the individual reports contained in this volume are those of the respective project administrators and local evaluators.

The AACJC project office report and a second volume containing site reports compose a complete review of first year activities. To reduce the overall bulk of this volume, some appendices referenced in the reports have been withheld.

Submitted to: Lindsay Campbell, Acting Director
Work and Education Project Staff
U.S. Department of Labor
601 D Street, N.W., Room 8314
Washington, D.C. 20515

Submitted by: James R. Mahoney, Project Director
American Association of Community and Junior Colleges
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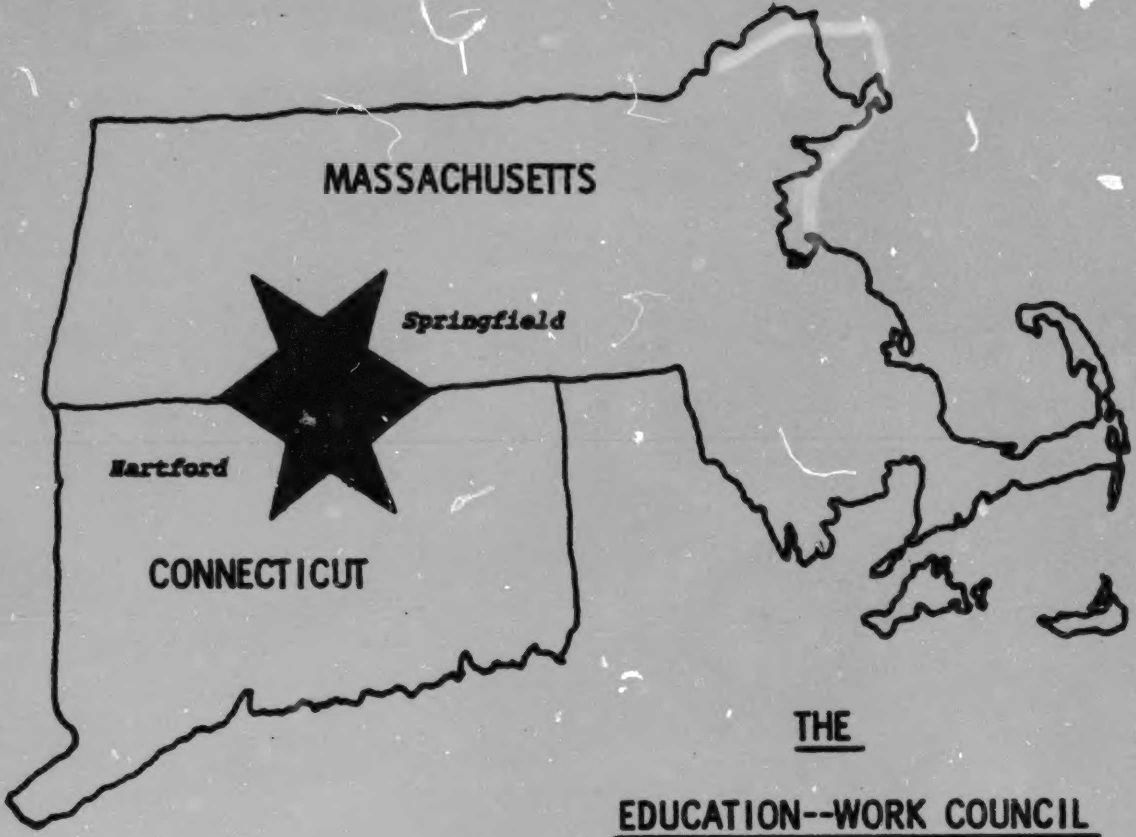
MASSACHUSETTS
Springfield
Hartford
CONNECTICUT

THE

EDUCATION--WORK COUNCIL

FINAL REPORT

October 15, 1977

ASNUNTUCK COMMUNITY COLLEGE
P. O. BOX 68
ENFIELD, CONNECTICUT 06082
TEL. (203) 623-3441

FINAL REPORT

Period: February 15--October 15, 1977

Submitted To: JAMES R. MAHONEY
Project Administrator
American Association of
Community and Junior
Colleges

By: RICHARD G. LABRIE
Director
Education-Work Council

Date: September 26, 1977

STATE OF CONNECTICUT
EXECUTIVE CHAMBERS
HARTFORD

ELLA GRASSO
GOVERNOR

September 21, 1977

Mr. Richard G. Labrie
Education-Work Council
P.O. Box 68
Enfield, Connecticut 06082

Dear Mr. Labrie:

It is indeed a pleasure to extend to you my words of commendation for your tremendous contributions to the citizens of Connecticut as Director of the Education-Work Council.

It is important for our state to establish strong lines of communication between labor and the educational institutions in Connecticut. By assessing the needs of our businesses and industries, educational programs can be designed to fulfill those needs and to provide our students with meaningful employment opportunities.

Through your work with the Council, you have certainly demonstrated your dedication to this tremendous effort.

You have successfully mobilized the resources of our state for the benefit of thousands of our citizens. You have assisted in developing valuable programs of action in which you have encouraged mutual understanding and cooperation among our schools and industries.

On behalf of the people of Connecticut, it is a pleasure to express my sincere appreciation for all you have done.

With best wishes for the continued success of the Council,

Cordially,

Ella Grasso

ELLA GRASSO
Governor

EDUCATION-WORK COUNCIL

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Sr. Vice President
LEGO Systems, Inc.

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Peter Quinby
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Nikolai Savenko
Area Manpower Administrator
Hampden County
Manpower Consortium

Henry Thomas
Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

ACKNOWLEDGEMENTS

The Education-Work Council serving the Hartford, Connecticut - Springfield, Massachusetts area is being developed under subcontract to the American Association of Community and Junior Colleges as one of seven pilot Councils initiated by Community Colleges nationwide.

The original impetus for the Education-Work Council concept comes from Willard Wirtz, Chairman of the Board of the National Manpower Institute and Mr. Robert Taggart, III, Director, Office of Youth Programs, Employment and Training Administration, U.S. Dept. of Labor. James Mahoney, Project Administrator, American Association of Community and Junior Colleges, has continued to work closely with the project staff from the beginning; his direction, technical assistance, and support substantially contributed to our efficiency, productiveness and effectiveness.

In addition, I would like to acknowledge the assistance and support of the following:

Mr. Lindsay Campbell, Acting Director
Education-Work Council
Office of National Programs
Employment and Training Administration
U.S. Dept. of Labor

Mr. Richard Rizzio
Manpower Development Specialist
Office of National Programs
Employment and Training Administration
U.S. Dept. of Labor

Mr. Archie Lapointe
Executive Vice President
National Manpower Institute

As director I am pleased to publicly thank the above as well as my fellow project directors for their continued support. They have brought enthusiasm, keen intelligence, an ability to work well together, and a true belief in the Education-Work concept to the project.

Richard G. Labrie, Director
Education-Work Council
(Hartford, Connecticut - Springfield, Massachusetts)

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PREFACE

The following represents a draft of the final report for the first project period: February 15 - October 15, 1977 for the establishment of a community-based Education-Work Council serving the Hartford, Connecticut - Springfield, Massachusetts area.

This project is funded under a cost reimbursement subcontract between Asnuntuck Community College and the American Association of Community and Junior Colleges. The prime contract for the establishment of Education-Work Councils in Community Colleges is between the AACJC and the U.S. Dept. of Labor.

The opinions expressed herein do not reflect the position or policies of neither the AACJC nor the U.S. Dept. of Labor.

Comments, suggestions and/or questions are invited.

Richard G. Labrie, Director
Education-Work Council

The Education-Work Council serving the Hartford, Connecticut - Springfield, Massachusetts area is funded under Contract No. 99-7-784-42-09-B to:

American Association of Community & Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

James R. Mahoney, Project Administrator

EXECUTIVE SUMMARY

On February 15, 1977 Asnuntuck Community College was awarded a cost reimbursement subcontract by the American Association of Community and Junior Colleges to "demonstrate the effectiveness of the Community College in serving as a catalyst and facilitator for Community Education-Work Councils where none exist". These Councils were to be modeled after the design presented in The Boundless Resource by Willard Wirtz and the National Manpower Institute.

The assumptions upon which this program is based include:

- local communities are best suited to identify and solve their own problems;
- federal monies are needed to stimulate local action;
- the education-work transition period for youth is particularly difficult because of restrictive labor laws, ineffective or non-existent placement services and local occupational information systems, and/or deficient career counseling services;
- organizations responsible or interested in youth transition are isolated from one another, tend to protect their prerogatives, do not share dialogue or vocabularies, and prefer to blame others for existing problems; these characteristics have been particularly apparent between business and industry;
- successful collaborative efforts of all significant community components can help resolve youth transition problems and similar local problems;
- because of the Community College philosophy and the extensive involvement of community leaders in local Community Colleges and the community-based nature of Community Colleges, they are logical agents for initiating and facilitating Councils composed of dissimilar and sometimes conflicting organizations;
- focusing on common concerns, Councils can put aside personal agendas and can marshall their resources for greater common benefit.

These assumptions have since become the basis for the organization and development of the Education-Work Council serving the Hartford, Connecticut - Springfield, Massachusetts area. During the months of February - April the Council membership was expanded from a core group to 62. Since that time 25 new Council members have been added, bringing the current total membership to 87. Representation is as follows:

Manufacturing	12.6%
Public Service	25.3%
Education	23 %
Labor	4.7%
Business	14.9%
Associations	10.3%
Youth	2.3%
Other	6.9%

The present structure of the Council reflects a highly participative and communicative organization. The Council is the formal organizational body which ultimately accepts or rejects major policy decisions. Four Work Groups (informal subdivisions) of the full Council basically provide the data/information base for Council activities. The Steering Committee serves as the catalyst to maintain the momentum of the Council and to direct the services of the staff.

The February - December project period has been the planning and organizational stage of Council development. During this period the Council was able to:

- develop support of a core group of individuals concerned with education-work related issues in North Central Connecticut and Western Massachusetts;
- establish a collaborative body of individuals representing a wide diversification of professions in both the Greater Hartford and Greater Springfield areas;
- establish an organizational structure which encourages a high level of communication and interaction among Council membership;

- develop specific plans for implementation during the second project period.

During the second project period, December, 1977 - December, 1978, the Council will continue to serve as a linkage between the education and work sectors and to promote the development and implementation of programs and activities in response to local problems. In addition, the Council will implement the following activities:

- distribution of brochures, pamphlets and newsletter to promote communication and bi-state collaboration on the solution of common community problems;

- provide speakers and slide-tape media presentation to service groups and organizations to promote local and bi-state collaboration on specific issues;

- sponsor a series of Community Forums in response to identified community needs in an attempt to broaden the base of understanding and support for Council-related activities. Presently these forums include:

Community Forum 1 - Manpower Planning (to be co-sponsored by the Education-Work Council and the Hartford and Springfield Chambers of Commerce.)

The forum will address the issues of the lack of skilled workers in the U.S., high unemployment in the region and will attempt to outline local initiatives which can better meet the employment needs of business and industry with currently available resources.

Community Forum 2 - Career Education

The forum will present and discuss successful models for the integration of Career Education into the classroom, will promote regionalization in terms of Career Education resources and will discuss the future of State and Federal Career Education programs.

Community Forum 3 - has not yet been identified

- develop a format for the dissemination of useful local occupational information to students;

- develop a Community Resource Directory which will identify those resources in the community which are available for career education classroom use and the procedures for their utilization;

- development of a Community/School Partnership Program. The partnership will develop local school programs, utilizing the resources of the Council, which will alleviate the problems which students face in career decision-making or in securing employment.

In summary, the Council has developed a delicate balance between being a process-oriented organization and being a service delivery organization. In order to develop its own legitimacy apart from that of its individual members, the Council must show success at the local level. It cannot continue to stress communication and collaboration without having some concrete evidence to show for it. The Council is attempting to maintain this balance.

The following report presents the foregoing issues and reports in more detail in accordance with the final report outline distributed by the American Association of Community and Junior Colleges.

I. CHRONOLOGY OF MAJOR EVENTS

February 15	Subcontract Award
February 15	Employment of Administrator
April 4-6	Washington NMI Meeting
April 27	First Council Meeting
May 11	Work Group D Meeting
May 16	Work Group C Meeting
May 19	Work Group A Meeting
May 23	Work Group C Meeting
May 25	Work Group B Meeting
June 1	Steering Committee Meeting
June 13	Second Council Meeting
June 18-22	Vermont Meeting of Program Administrators
June 23	Work Group A Meeting
June 27	Steering Committee Meeting Guest Speaker - Donald Eberly
June 27	Youth Meeting
July 14	Work Group A Meeting
August 1	Publish Newsletter
August 3	Work Group A Meeting
August 4	Work Group C Meeting
August 9	Work Group D Meeting
August 19	Slide-Tape Presentation Completed
August 26	Dissemination of Pamphlets
September 12	Meeting: Chamber of Commerce Scranton, Pennsylvania
September 14-16	National Manpower Institute Meeting Washington, D.C.
September 21	Steering Committee Meeting
September 21	Third Council Meeting

II. MILESTONE CHART

Task 1. Identify, Recruit and Train Staff

During the first month of the project, the project utilized an interim project director and staff support from visiting College personnel. This was necessitated by the fact that project personnel are state employees and subject to the Affirmative Action and Equal Employment Opportunity Programs of the State of Connecticut. Staff training was accomplished according to the proposed schedule.

Carl Sahi, Project Staff Assistant has (effective October 13) chosen to return to the University of Connecticut to complete his educational program. This has necessitated the recruitment of a replacement. This person will probably not be hired until the second project period.

Task 2. Literature Search

During the first month of the project, a literature search was conducted to identify other Education-Work Councils and related projects. As part of the data gathering activity, the project director attended a meeting of the Directors of the Work-Education Projects funded by the National Manpower Institute (NMI), the National Alliance of Businessmen (NAB), and the American Association of Community and Junior Colleges (AACJC). Discussions concerning Council establishment and Council activities were held and subsequent information solicited. In addition, information, materials, reports, etc. with regards to the current and future status of regional youth employment, labor, and manpower status were solicited.

These materials are made available to the Council membership through the Newsletter.

Task 2A. Public Relations

The public relations effort with regard to the establishment of an Education-Work Council began in December of 1976. At this time, the President of Asnuntuck Community College on behalf of the 10 school districts in North Central Connecticut solicited support for a proposal submitted to the AACJC. The following persons/organizations provided letters of support:

Norman T. Halls, Co-Executive Director
Hampden County Industry - Education-Labor Council

Thomas McClain, Director
Commonwealth Colloquium - UMASS

Norman T. Halls, New England Coordinator
National Association for Industry-Education Cooperation

Richard C. Noyes, President
Manufacturers Association of Hartford County

John E. Deady, Superintendent
Springfield Public Schools

Stephen W. Berman
Association of Training and Employment Professionals

Robert K. Killian, Lieutenant Governor
State of Connecticut

Edward Sillari, State Director
Vocational Education
Connecticut State Department of Education

Edward G. Kapica, Personnel Director
Terry Corporation

Laroy M. Brown, Superintendent of Schools
East Granby, Connecticut

Pasquale E. Starble, Superintendent of Schools
Granby, Connecticut

Malcolm D. Evans, Superintendent of Schools
Suffield, Connecticut

Peter D'Arrigo, Superintendent
Windsor Locks, Connecticut

Paul J. Sorbo, Jr., Superintendent of Schools
Windsor, Connecticut

Richard R. Teller, Superintendent of Schools
East Windsor, Connecticut

Louis Mager, Superintendent of Schools
Enfield, Connecticut

Charles L. Warner, Superintendent of Schools
Somers, Connecticut

Howard L. Smith, Superintendent of Schools
Stafford, Connecticut

Bruce Shepard, Jr., Superintendent of Schools
Ellington, Connecticut

Daniel R. McLaughlin, President
Asnuntuck Community College
Enfield, Connecticut

Immediately upon notification of award, the College released a statement to the local press indicating that the College had received funding for the establishment of the Education-Work Council. The interim project director met with representatives of different organizations in the region to discuss the Council and to recruit a broad, diverse membership, representative of the

Hartford, Connecticut-Springfield, Massachusetts area. A list of potential members and referrals was developed and in April a letter of invitation to participate in the Council was sent to 112 persons/organizations. A positive response was received by 67 persons. Through continued public relations and referrals, the Council membership has grown to 87. In addition to soliciting referrals, the project director was successful in developing a relationship with the local press - Mark Franklin, Hartford Courant, and Jane Altman, Springfield Daily News. Consequently, Council meetings and the activities of work groups have been covered by the press.

Also as part of the public relations effort, the staff have developed a brochure which has been disseminated along with a newsletter to:

Council membership

Chamber of Commerce membership -

  Hartford
  Springfield
  Enfield

State Legislators - Connecticut and Massachusetts

Local Legislators - Connecticut and Massachusetts

Local Government Representatives

Public Service Agencies

Parents

Students

In addition, a slide-tape presentation "The Education-Work Concept: The Transition from School to Work" has been developed and is available to the membership and other organizations concerned with education-work related issues.

Task 3. Chamber of Commerce Directories and Mail Project Information to All Business/Labor Organizations

This task was originally scheduled for February but was postponed until the Council was established and had defined its goals and objectives.

In August, 5000 brochures describing the purpose, goals and activities of the Council were mailed to the Chambers of Commerce membership in Hartford, Springfield and Enfield.

Task 4. Contact All Education Representatives and Mail Project Information

In January and February, several meetings of the local school superintendents and the president of Asnuntuck Community College were held to discuss the Education-Work Council project. Subsequent to this meeting, each superintendent in North Central Connecticut, the directors of the Hampshire (Mass.) Educational Collaborative (27 school districts) and the Lower Pioneer Valley (Mass.) Educational Collaborative (7 school districts), the Superintendent of Schools in Springfield were invited to participate in the Council activities. All are members of the Council.

Task 5. Contact All Public Service Agencies and Mail Project Information

In March, the public service agencies in North Central Connecticut and Western Massachusetts were contacted with regards to their participation in the Council activities.

The attached membership list represents those public service agencies represented on the Council. In addition, the project staff are developing a working relationship with those agencies which have responsibilities relative to Council activities.

Task 6. Contact Student Groups and Mail Project Information

It was envisaged that Council members would be solicited from local student groups in March. Since the Council has representation from over 45 school districts, the above approach was deemed inadequate. Therefore, a Youth Advisory Board consisting of 1 representative of each school district will be convened in early December. This Board will then elect 2 representatives to serve on the Council. Information concerning the establishment of the Youth Advisory Commission has been mailed to each high school principal. Student referrals are continuing.

Task 7. Contact Parent Groups and Mail Project Information

Since the majority of the Council members are also parents, it was not necessary to solicit parents per se for Council membership. The school superintendents were assured that referrals from their Parents Advisory Councils would be accepted.

Task 8. Screen and Assess Interests

Prior to inclusion as a Council member, each prospective member met with the project director or another Council member to assure that he/she was representative of their particular organization. Since the Council maintains an open enrollment approach to membership, the assessment of interest and recruitment is an on-going activity.

Task 9. Develop List of Potential Council Members

The original list of potential Council members was developed in March. Because of continued interests and referrals, the development of the membership list is an on-going activity.

Task 10. Meet with and Discuss Project

The project staff is and continues to be available to discuss the Council and its activities with any interested persons or organizations concerned with education-work related issues.

Task 11. Establish Council

The Education-Work Council was formally established on April 27 with a membership of 67 and a Steering Committee of 10. It has since grown to a membership of 87 and a Steering Committee of 13 (see page 25).

Task 12. Council Meeting #1

The first Education-Work Council meeting was held at the Enrico-Fermi High School, Enfield, Connecticut, on April 27 (see page74). The following people attended:

	53	Council Members
	3	Guests
	3	Project Staff Members
Total	59	

Task 13. Identify Data Needs

Because of the size of the Council, it was subdivided into 4 work groups. The first activity of these work groups would be the development of the purpose statement and the goals and objectives of the Council. The work groups would then determine the data needs to accomplish or meet their self-identified goals and objectives. These goals were accepted by the Council in June. Since that time, the project staff have been and continue to secure data to support the individual work group plans for goal attainment.

Task 14. Data Collection

The project staff continues to collect data in support of work group plans and Council activities.

Task 15. Identify Tasks

Through work group participation, the project staff are assigned tasks relevant to Council activities.

Task 16. Hire Necessary Consultants for Technical Assistance

In May, the project director submitted a request on behalf of the Council through Asnuntuck Community College to the State of Connecticut for permission to contract with Technical Education Research Centers, Inc. It is proposed that rather than request permission from the State to hire each individual consultant, that the Council contract with a non-profit education consulting firm for payment of Council identified consultants and expenses. TERC will receive a fee of 7.5% for this service.

Since the proposed agreement was approved on September 7 by the State of Connecticut Attorney General's Office, no consultants have yet been hired. An exception was contracted services for an outside evaluator mandated by the AACJC and the Department of Labor.

The project staff are in the process of completing the contractual arrangements with TERC and the individual consultants in support of the Council activities.

Task 17. Monitor Consultant Activities

Since no one other than the project evaluator has been hired, consultant monitoring has not been necessary. The project director has met with the project evaluator several times to discuss the formative evaluation report and the content of the summative evaluation. It is envisaged that the project director will work with the individual consultants and will thereby monitor their activities.

Task 18. Site Visitations

On June 18-22 in conjunction with the AACJC project directors meeting in Vermont, the project director visited the Vermont Community College Education-Work Council.

Because of financial and time constraints, all other site correspondence has been by mail or telephone.

Task 19. Council Meeting #2

The second Education-Work Council meeting was held at Asnuntuck Community College on June 13 (see page 89).

Task 20. Lobby Effort and Support Gathering for Program Development

The lobby effort and support gathering activities are being developed in conjunction with the public relations effort described earlier. Through the Steering Committee and the Council membership, broad support for the Council and its activities is being developed. A mailing list of 500 persons receive Education-Work Council Exchange which provides information to those persons who are decision-makers with regards to education and work related programs.

Task 21. Discussions and Assessment of Data with Pertinent Groups/Individuals

The assessment of data is primarily accomplished by work group members with some expertise in that particular area. Subsequent discussions are conducted for the work groups by the project director. This, again, is an on-going activity.

Task 22. Council Meeting #3

The third meeting of the Education-Work Council was held on September 21 at the Springfield Mariott Hotel (see page 114).

Task 23. Formulation of Board Goals and Policy Statements

The goals and objectives of the Council were developed by the individual work groups and approved by the full Council on June 13 (see page 90). Since the Education-Work Council is organized under contract between Asnuntuck Community College and the American Association of Community and Junior Colleges, the policies of both the State of Connecticut, the U.S. Dept. of Labor, and the AACJC are adhered to. The only policy established by the Council is to allow open solicitation and recruitment of Council members.

Task 24. Consultants' Reports

As was stated earlier, because of the amount of time necessary to receive approval from the State of Connecticut to contract with a consulting firm, it has not been possible to secure the services of the individual consultants to accomplish these tasks. Depending upon the requested extension of the first project period to December 15, the consultants will be hired to provide the following:

1. Report on the current and future manpower trends and employment in the Hartford-Springfield region.
2. Inventory of the educational training resources of the region; both in-school and out-of-school resources.
3. Technical assistance in the development of a Community Resource Directory.
4. Technical assistance in the identification and development of an occupational information system for student use.

Task 25. Council Meeting #4

Council meeting #4 will be held during the second project period. Because of the size of the Council and the organization into Work Groups and Steering Committee, it is not necessary for the full Council to meet more than once or twice during the year.

Task 26. Analysis and Discussion of Consultants' Reports

Since, with the exception of Richard Sockol, external evaluator, there have been no consultants hired, there has been no need for the above. The staff, though, and Mr. Sockol have met with members of the Steering Committee to discuss the formative evaluation report submitted to the Council and the AACJC in July 1977 . In addition, the staff have reviewed currently available reports and information related to the Council goals and objectives.

Task 27. Council Meeting #5

(same as Task 25)

Task 28. Development of Educational Plans and Policies

Since its inception in February 1977, the staff of the Council have developed and submitted the following proposals on behalf of the region:

Title	Agency	Amt. Req.	Status
Conn. Community College Accessibility to the Handicapped: A Resource Guide for Community College Administrators	Office of Human Development, Regional DHEW	$85,082	Pending
Accommodating Students with Physical Disabilities: A Resource Guide for North Central Conn. Public Secondary Schools	" "	$84,226	Pending
Establishment of an Information/Advocacy Widows Center for North Central Connecticut	Women's Educational Equity Act Program USOE	$81,722	Rejected

Title	Agency	Amt. Req.	Status
Career Information/ Advocacy Center for Handicapped, Minority and High School Drop-Outs and Potential Drop-Outs of North Central Connecticut	Career Ed. USOE	$151,370	Re-Submitted
Community Service/ Continuing Education Program Development and Implementation through the Education-Work Council of North Central Connecticut	Bureau of Post Sec. Ed.	$ 86,043	Pending
Metric Education Program to serve the students and adult population of the ten town area served by Asnuntuck Comm. College	Metric & Consumer Ed. USOE	$ 21,360	Pending
Development of a Bilingual Consumer Education Program for the Spanish Speaking Migrant Farm Workers of North Central Conn.	Bilingual Ed. USOE	$ 58,330	Approved with-out funding. Re-Submitted
Special Student Services Project	Special Project Regional DHEW	$ 47,731	Pending

The Council staff continues to work with the educational institutions and agencies in its region in the area of proposal writing and program development.

Task 29. Council Meeting #6

(same as Task 25)

Task 30. Project Evaluation Consultant Report

According to contract, the external evaluator submitted a formative evaluation report in July 1977 and a summative evaluation on September 30. Both have been submitted to the AACJC and the Dept. of Labor.

Task 31. Final Report (draft)

It is expected that this report will be completed prior to September 30, 1977, reviewed by the Steering Committee and submitted to the AACJC prior to November 30.

Task 32. Final Report

It is expected that the Final Report will be completed prior to November 30, 1977 and submitted to the AACJC. Copies will be distributed to the Steering Committee and summaries distributed to the Council membership.

Task 33. Dissemination of Project Findings and Data

The dissemination of information is accomplished through the publication of the Education-Work Council Exchange, a monthly newsletter containing the following:

Feature Articles
Council News
Meetings
Resources
Editorial
Other

This "Exchange" is currently disseminated to the following:

- Council Members
- State Legislators - Connecticut and Massachusetts
- Directors of Public Service Agencies
- Government Agencies - Local and State
- State Advisory Boards, Task Forces, etc. related to Education and Work
- Parents (representative sample)
- Students (representative sample)

In addition to the newsletter, brochures have been printed and distributed to the memberships of the Greater Springfield Chamber of Commerce and the Enfield Chamber of Commerce. Articles are being prepared for inclusion in the Hartford Chamber of Commerce publication.

Also, information and data of interest to Council members are distributed as is necessary.

Task 34. Continuation of Project

The staff are currently negotiating with the AACJC for an extension of the first project period from October 15 to December 15 to allow completion of current activities from the first year budget.

Also being negotiated is the budget for the second year contract.

Discussions are taking place with regards to the incorporation of the Council in both Connecticut and Massachusetts to allow for the solicitation of resources in both states.

The Council has been granted the use of residential address at the Urban League in Springfield to allow for the participation of the Council in the Public Service Employment Programs to both the Hartford and Springfield CETA prime sponsors.

Task 35. Preparation of Funding Proposals

The attached work group plans will become the basis of the funding proposal to the AACJC for the continuation of the Education-Work Council.

It is expected that this proposal will be submitted subsequent to review by the Steering Committee and prior to the end of the first project period.

III. MAJOR ACHIEVEMENTS

The major achievements thus far center around the organization and development of a viable community based Council with broad representation. Since the Council has only been organized since April 28, there has not been time to both fully develop the climate for collaboration and implement programs or activities. The project has during the first period focused upon the former; establishing a participative body which can identify and promote change on behalf of the Springfield-Hartford region. During this process the Council has self-determined their goals and objectives and developed a purpose statement. Through the work group process, the Council also has developed widely supported work plans for the second project period (see Appendices — Work Group A, C, and D work plans). Work Group B was integrated into Groups A and C. It is envisioned that these activities will be completed during the second project period.

A significant achievement has been the development of support and commitment of the Steering Committee. This group not only represents the different education-work related organizations but also represents the Hartford-Springfield area. This support and commitment is demonstrated by their willingness to meet on a monthly basis and to promote the Council with their constituents.

The support and commitment of the Council membership is exhibited by the continued growth of the Council from 63 in April to a current membership of 87.

The major non-organizational achievement of the project has been to raise the level of awareness in the region of the Education-Work Concept and other related issues. This is exhibited by the number of inquiries and invitations to address local and non-local groups. Among these groups are:

Local School Committees
Civic Organizations, such as Rotary
Scranton Chamber of Commerce, Scranton, Pa.
Bishops Ecumenical Council on Unemployment
and Underemployment, Scranton, Pa.
Potential Council Members

The establishment of cross linkages with other education-work related activities has also been achieved for greater sharing of information.

Again, it must be stressed that the first project period was one of organization and development and not implementation (refer to IV.E ., page 38).

IV. COUNCIL MEMBERSHIP RECRUITMENT PROCESS

A. The actual recruitment process began before the actual award of the contract by the AACJC. While developing the proposal, it was necessary to secure support from representatives of the population whom this project, if funded, would serve. Several meetings with the local school superintendents produced the attached letter of support. Conversations with non-educational representatives produced letters of support from the following:

Norman T. Halls, Co-Executive Director
Hampden County Industry-Education-Labor Council

Thomas McClain, Director
Commonwealth Colloquium

Norman T. Halls, New England Coordinator
National Association for Industry-Education Cooperation

Richard C. Noyes, President
Manufacturers Association of Hartford County

John E. Deady, Superintendent
Springfield Public Schools

Stephen W. Berman
Association of Training and Employment Professionals

Robert K. Killian, Lieutenant Governor
State of Connecticut

Edward Sillari, State Director
Vocational Education
Connecticut State Department of Education

Edward G. Kapica, Personnel Director
Terry Corporation

Upon contract award, these people were again contacted with regards to their participation on the Council. They were also asked to submit the names of persons whom they felt were:

1. involved in the education-work related issues of the region.
2. representative of their constituency and their community.

The recruitment process was thorough and was directed primarily towards high level officers in manufacturing, public service, educational, labor, business and other organizations serving the Greater Hartford/Springfield region. Of the 140 people invited to participate, 67 or 48% responded affirmatively. Much of the remainder expressed interest in the Council and wished to remain informed.

While invitations were sent to all of the Council members, other methods, such as personal contact, seemed just as, if not more effective in recruiting individuals for the Council. Specifically, cross-linkages played an influential role. A great majority of the present members had heard about the program from friends. For example, Nick Heldreth of United Technologies recommended Walter Mayo of the Hartford Chamber of Commerce as well as E. C. Gustavson of Southern New England Telephone. Additionally, many people, such as Bert Vallencourt of the Junior Achievement Association and Edwin Carty of the Hartford Urban League heard about the program through direct conversations with Dan McLaughlin, President of Asnuntuck Community College.

Since the intent of recruitment was directed towards attracting high level officers within diverse professions, students, the unemployed, guidance counselors or blue collar workers were not originally included on the Council. While it is desirable to have these community members serve on the Council (A Youth Advisory Board comprised of students has been established to work in conjunction with the Council), its practicality at this point in time was not realistic. Unification of high level officers is a formidable task which preceded the involvement of these other constituencies.

Since its organization in June 1977, the Council membership has grown from 67 to 87 members. The new members include students, teachers, guidance counselors, directors of career education, blue collar workers and tradesmen.

On January 27, 1977, a meeting was held at Enrico-Fermi High School, Enfield, Connecticut, between the Asnuntuck Community College administration and superintendents of schools from the area towns. Among the items discussed at that meeting was a proposal for the establishment and coordination of a Community Education-Work Council submitted to the American Association of Community and Junior Colleges. The project would be based at Asnuntuck Community College but would serve the ten town area.

Copies of the proposal were distributed to all superintendents present.

The following superintendents or their authorized representatives indicate by their signatures support of the request by Asnuntuck Community College for the establishment of a Community Education-Work Council representing the Greater Hartford-Springfield area and serving the North Central Connecticut area, as described in the grant request.

Laroy M. Brown, Superintendent of Schools
East Granby, Connecticut

Pasquale E. Starble, Superintendent of Schools
Granby, Connecticut

Malcolm D. Evans, Superintendent of Schools
Suffield, Connecticut

Peter D'Arrigo, Superintendent
Windsor Locks, Connecticut

Paul J. Sorbo, Jr., Superintendent of Schools
Windsor, Connecticut

Richard R. Teller, Superintendent of Schools
East Windsor, Connecticut

EDUCATION-WORK COUNCIL INVITATIONS

Asnuntuck Community College Area	7	1	11	1	10	2	(32)	
Hartford Area	4	3	4	1	15	3	(30)	
Connecticut	0	5	4	3	1	6	(19)	
Springfield Area	8	4	16	2	15	3	(48)	
Massachusetts	0	6	2	0	1	2	(11)	
	(19)	(19)	(37)	(7)	(42)	(16)	Total	(140)
	Manufacturing	Public Service	Education	Organized Labor	Business	Associations		

EDUCATION-WORK COUNCIL ACCEPTANCES

Asnuntuck Community College Area	4	0	10	0	3	2	(19)	
Hartford Area	3	2	1	1	7	4	(18)	
Connecticut	0	3	1	1	0	3	(8)	
Springfield Area	3	1	6	1	1	1	(13)	
Massachusetts	0	3	0	0	0	1	(4)	
	(10)	(9)	(18)	(3)	(11)	(11)	Total	(62)
	Manufacturing	Public Service	Education	Organized Labor	Business	Associations		

Louis Mager, Superintendent of Schools
Enfield, Connecticut

Charles L. Warner, Superintendent of Schools
Samero, Connecticut

Howard L. Smith, Superintendent of Schools
Stafford, Connecticut

Bruce Shepard, Jr., Superintendent of Schools
Ellington, Connecticut

Daniel R. McLaughlin, President
Asnuntuck Community College
Enfield, Connecticut

B. CURRENT COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	11	12.6%
Public Service*	22	25.3%
Education	20	23%
Organized Labor	4	4.7%
Business*	13	14.9%
Associations	9	10.3%
~~Parents~~ * *		
Media	-0-	-0-
Youth ** *	2	2.3%
Others (identify) Business Organizations (Chambers of Commerce)	4	4.6%
Independent	2	2.3%
Totals:	87	100%

*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuc Community College, p. 16.

* *Council membership is composed of a number of parents of students in the Council service area.

* **A Youth Advisory Board is being established with 2 elected officers Council members.

C. Education-Work Council Membership

Steering Committee Members

John J. Healy, Co-Chairman
Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Laroy Brown, Superintendent of Schools
East Granby Public Schools

Jacqueline Danzberger
Economic Development Planner
Hartford Public Schools

E. C. Gustavson, Vice President
for the Northern Area
Southern New England Telephone Co.

Nick Heldreth
Manager of Manpower Development
and Training
Pratt and Whitney Aircraft

Argelia Hermenet
Member of Massachusetts Governor's
Council on Vocational and Technical Education

Thomas Johnson
District Coordinator
Congressman's Moffett's Office

Thomas McClain
UMASS Institute for Governmental Services

Nelson W. Quinby, Director of Secondary Education
Windsor Public Schools

Nikolai Savenko
Area Manpower Administrator
Hampden County Manpower Consortium

Henry Thomas, Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Connecticut State Labor Council

Education-Work Council Members

Nelson W. Quinby	Windsor Public Schools P. O. Box 10 Windsor, CT 06095 688-3631
Charles Haller	Capitol Region Education Council 443 Windsor Avenue Windsor, CT 06095 243-9941
Bert Vallencourt	Jr. Achievement of N. Central Conn. 565 Halfway House Road Windsor Locks, CT 06096 623-9941
John J. Healy	LEGO Systems, Inc. 555 Taylor Road Enfield, CT 06892 749-2291
Robert Hafey	Greater Springfield, Chamber of Commerce 1500 Main Street Springfield, MA 01105 734-5671
Bernard Gareau	Rexnord, Inc. - Roller Chain Div. 2101 Roosevelt Ave. Springfield, MA 739-5651
Margaret Sweeney	G. Fox and Company Enfield Square Enfield, CT 06082 741-2111 ext. 309
David French	Enfield Chamber of Commerce G. Fox and Company Enfield Square Enfield, CT 06082 741-2111
Joseph Cooligan	Coastal Machinery, Inc. 950 Cromwell Ave. Box 558 Rocky Hill, CT 06067 529-7428
Joseph P. Dyer	State Labor Department Employment Security Division 200 Foley Brook Blvd. Wethersfield, CT 06109 566-4280

Carl Eger, Jr.	Mass. Dept. of Commerce & Development Avenue of States West Springfield, MA 01089 739-5609
Robert Sullivan	Milton Bradley, Co. 443 Shaker Road E. Longmeadow, MA 525-6411
Charles Duffy	Conn. Dept. of Commerce 210 Washington Street Hartford, CT 06106 566-3786
David Cheney	Rosen Enterprises (McDonald's) 95 Elm Plaza Enfield, CT 06082 745-0317
Walter Popper	Hampshire Educational Collaborative 127 Russell Street Hadley, MA 539-9860
Richard Noyes	Mfrs. Assoc. of Hartford County 80 South Main Street W. Hartford, CT 06107 521-4800
Stephen Berman	New England Council of CFTA Prime Sponsors, Inc. 131 State Street Boston, Mass. 02108 523-0268
Arther Slanetz	The Slanetz Corp. 170 N. Maple Street Enfield, CT 06082 749-8319
Nick Heldreth	Pratt & Whitney Aircraft 400 Main Street E. Hartford, CT 06108 565-4089
Charles Warner	Somers School Department 9th District Road Somers, CT 06071
Robert Broker	DHEW-Region I JFK Federal Building Government Center Boston, MA 02203 223-5351

Paul Sorbo, Jr.	Windsor Public Schools P. O. Box 10 Windsor, CT 06095 688-3631
Walter Mayo	Hartford Chamber of Commerce 799 Main Street Hartford, CT 06103 247-3297
Donald Lynch	Conn. Construction-Industrial Assoc. 1290 Silas Deane Highway Wethersfield, CT 06109
Joseph Uehlein	Conn. State Labor Council 9 Washington Street Hamden, CT 06518 288-3591
Otis Anderson	Conn. General Life Ins. Co. Hartford, CT 06152 243-8811 ext. 6870
William Schmid	45 Kennedy Road Enfield, CT 06082 749-9958
Tom Johnson	Cong. Moffett's Office Post Office Building 120 W. Main Street New Britain, CT 06050 1-800-382-4521
Mike Howard	Association of Training & Employment Professionals Room 5, 31 Pratt Street Meriden, CT 06450 238-0888
Robert Ayres	Digital 1111 Southampton Road Westfield, MA 01085 568-9511
Joel DiNigris	365 Washington Road Enfield, CT 06082 745-1400
E. C. Gustavson	S.N.E. Telephone Co. 55 Trumbull Street Hartford, CT 06103 527-6373

George Richmond Mary Jo Descy	Hartford Public Schools 249 High Street Hartford, CT 06103 566-6121
Anne McHugh	Mass. Board of Education 150 Mountain View Drive Holyoke, MA 539-9860
Henry Thomas	Urban League 732 State Street Springfield, MA 01109 739-4793
Jim Madden	Springfield Chamber of Commerce 1500 Main Street Suite 600 Springfield, MA 01115 734-5671
Richard Sockol	171 Rolling Green Drive Amherst, MA 01002 253-2903
Jack McDermott	Digital 1111 Southampton Road Westfield, MA 01085 568-9511
Eddie Cooper	United Auto Workers 8 Ellsworth Road West Hartford, Conn. 521-8410
Terry Kendall	Conn. General Life Insur. Co. Hartford, CT 06152 243-8811 ext. 6704
William Moffitt	Jacobs Manufacturing One Jacobs Road West Hartford, Conn. 06110 243-1441 ext. 205
James Sandler	Hartford Development Commission 91 Elm Street Hartford, Conn. 06106 728-6700

Daniel McLaughlin	Asnuntuck Community College P. O. Box 68 Enfield, Conn. 06082 745-1603 ext. 32
Marilyn Juneau	Combustion Engineering, Inc. 1000 Prospect Hill Road Windsor, Conn. 688-1911 ext. 3984
Robert Jackson	Urban League 732 State Street Springfield, MA 739-4793
Richard Teller	East Windsor Public Schools 74 South Main Street Warehouse Point, Conn. 623-3346
Raymond John Cooke	West Springfield Public Schools 425 Piper Road West Springfield, MA 01089 732-4147
Jeremiah McCarthy	Springfield Central Labor Union 266 Roosewell Ave. Springfield, MA 01106 783-1664
Manley Hart	Lower Pioneer Valley Educ. Collaborative 811 Longmeadow Street Longmeadow, MA 01106 567-1091
Howard Smith	Stafford Springs Public Schools P. O. Box 147 Stafford Springs, Conn. 06076 684-4211
Kenneth Theroux	Hamilton Standard Div. of UTC Bradley Field Road Windsor Locks, Conn. 06096 623-1621 ext. 5645

Bruce Young Candelaria	New England Farm Workers Council 3502 Main Street Springfield, MA 01107 736-4525
Jacqueline Danzberger	Economic Development Planner Hartford Public Schools 249 High Street Hartford, CT 06103 566-6090
Sidney Snegg	Spfd. Public Schools 195 State Street Springfield, MA 01103 733-2132
Joseph Cangro Carol Doss	Mass. Dept. of Education Reg. Office of Education Roosevelt Ave. Springfield, MA 734-2167
Sheila Beach	Ellington Public Schools 47 Main Street Ellington, CT 06029 872-8381
Thomas McClain	Inst. of Governmental Services Univ. of Mass., Middlesex House Amherst, MA 01003 545-0001
Laroy Brown	Consultant, Div. of Vocational Ed. 50 Alicia Terrace Windsor Locks, CT 06096 566-7546
Robert Snow	American Saw & Mfg. Co. 301 Chestnut Street East Longmeadow, MA 01028 525-3961
Norman T. Halls	Nat. Assn. Ind-Educ. Cooperation P. O. Box 2203 Springfield, MA 783-5583
Clifford Randall	Windsor Locks Public Schools 50 Church Street Windsor Locks, CT 06035 623-2583 623-2691

Pasquale Starble	Granby Public Schools Town Hall Granby, CT 06115 653-2583
Edward Sillari	15 Cedar Crest Drive Danbury, CT 06810 743-3296
Ellen Gold Anthony Durso	Conn. Bank & Trust Co. One Constitution Plaza Hartford, CT 06115 244-4348
Richard Mullen	Urban League of Greater Hartford 1229 Albany Ave. Hartford, CT 06112 566-6930
Edward Hamblin	Conn. Joint Council on Econ. Educ. U-55, Univ. of Conn. Storrs, Conn. 06268 486-2327
Frank Gulluni	HDR Skills Center 322 Main Street Springfield, MA 781-8250
Vincent McGovern	Westover Metropolitan Development Corporation Westover Air Force Base Chicopee, MA 01022 593-6421
Ronald Thomas	Terry Corporation Box 1200 Hartford, CT 06101 688-6211 ext. 294
Richard Shurtleff	E. Longmeadow Public Schools 180 Maple Street E. Longmeadow, MA 01028 525-3436
Argelia Hermenet	Mass. Council on Voc.-Tech. Education 37 Westernview Street Springfield, MA 737-7013

Nikolai Savenko Lauren Stachelek	Hampden County Manpower Consortium 6 Frost Street Springfield, MA 781-5630
Edwin Carty	Urban League of Gr. Hartford 1229 Albany Ave. Hartford, CT 06112 566-6930
Roderick Sullivan	Conn. Light & Power P. O. Box 450 Enfield, CT 06082 623-2426
Malcolm Evans	Suffield Schools 945 Mountain Road Suffield, CT 60078 668-7347
Lou Mager Harry Zeroogian	Enfield Public Schools 27 Shaker Road Enfield, Conn. 06082 745-2545
Hank Bennet	Cooperative Education Asnuntuck Community College P. O. Box 68 Enfield, CT 06082
Daniel P. Brown, Jr.	Shipman & Goodwin 799 Main Street Hartford, CT 06103 549-4770
Clarence Green	State Department of Vocational Education 165 Capitol Ave. Hartford, Connecticut 06106
Ronald Isler	Comprehensive Manpower Program 750 Main Street Hartford, Conn. 06106
Ernest Czepiel	Almalgated Meatcutters & Butchers Workmen's Union 10 The Cross-Ways West Hartford, CT 06117

D. ORGANIZATIONAL STRUCTURE OF THE EDUCATION-WORK COUNCIL:

The following will describe the organizational structure of the Council and ways in which it encourages collaboration between and among Council members.

Components of Council and Brief Description:

The original Council structure included five components. They were:

1) The Education-Work Council
2) The Steering Committee
3) The Trilateral Group (informal group: (1) business rep., (1) industry rep., (2) educators
4) The Four Work Groups
5) The Project Staff

The Education-Work Council is the formal organizational body which ultimately accepts or rejects major policy decisions. The work groups are informal subdivisions of the full Council and basically provide the foundation for objective recommendations. The Steering Committee serves as a catalyst to maintain the momentum in both the Council and the Work Groups. Additionally, it serves as the glue that keeps the organization from pulling apart. The Trilateral Group functions as a subgroup of the Steering Committee and discusses various aspects of the project on an advisory basis. Finally, the project staff provides administrative services to the Council.

The Hierarcy of Authority and the Flow of Communication:

As Chart #3 indicates (see following) the highest point of authority presently rests with the full Council. The Steering Committee assumes this level and is followed by the Trilateral Group and finally the Executive Director and his staff. The Work Groups report directly to the Steering Committee.

In actuality, much of the direction for the Council has come from the Trilateral Group, which basically has advised the Steering Committee as to the overall directions in which the Council should proceed. The Trilateral Group has developed an incredible trust for one another, and in so doing, have put personal agendas aside.

As Chart #4 demonstrates, the flexibility of the process as well as the policies of the Steering Committee have encouraged a free flow of information between and among the various components of the Council. In fact, such a collaborative arrangement seems very much in line with the participative approach to community involvement outlined by Paul Barton and Willard Wirtz with the Boundless Resource.

In both charts, however, the Trilateral Groups has been somewhat isolated from the remainder of the Council while at the same time, has been quite active and influential in group activities.

The process used to unite the Trilateral Group emphasized a building of legitimacy and trust. As highly respected members of their respective professional communities, it is significant that they continue to contribute to the change effort.

While there is no "one best way" to organize a Work Council, it appears, since this particular Council would be best served if the Trilateral Group would begin to guide the Steering Committee towards a fuller, more participative role in the on-going functions of the Council. In so doing, the Trilateral Group could merge itself into the larger group to increase overall effectiveness. Chart #6 depicts the communicative process identified above. For a fully collaborative process to be realized, it is important that all components play an influential role in the on-going functioning of the Council.

CHART 3

EDUCATION-WORK COUNCIL ORGANIZATIONAL HIERARCHY*

ORIGINAL

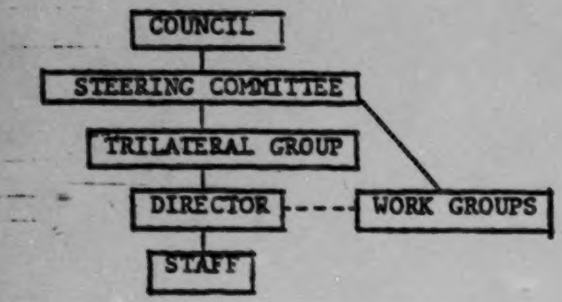

COUNCIL
STEERING COMMITTEE
TRILATERAL GROUP
DIRECTOR
WORK GROUPS
STAFF

CHART 4

EDUCATION-WORK COUNCIL PARTICIPATIVE PROCESS**

ORIGINAL

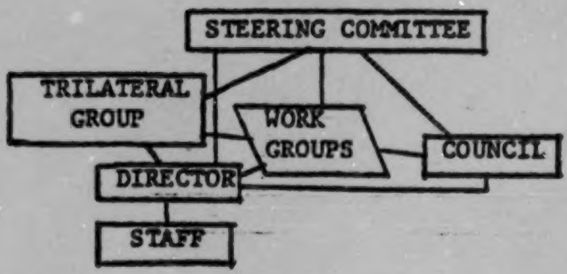

STEERING COMMITTEE
TRILATERAL GROUP
WORK GROUPS
COUNCIL
DIRECTOR
STAFF

CHART 5

EDUCATION-WORK COUNCIL ORGANIZATIONAL HIERARCHY*

CURRENT

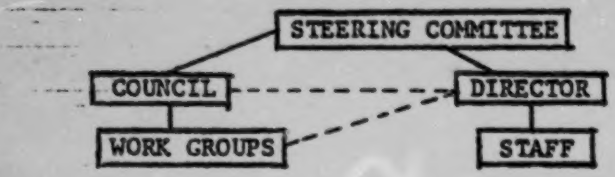
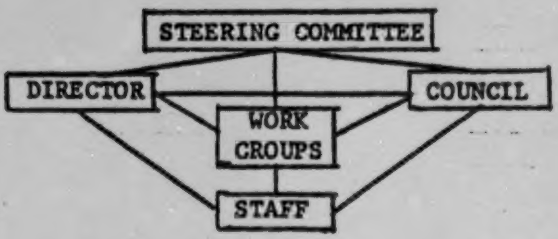

STEERING COMMITTEE
COUNCIL
DIRECTOR
WORK GROUPS
STAFF

CHART 6

EDUCATION-WORK COUNCIL PARTICIPATIVE PROCESS

CURRENT


STEERING COMMITTEE
DIRECTOR
COUNCIL
WORK GROUPS
STAFF

* —— = Authority relationship

—— = Indirect non-authority related interaction

** ____ = Pattern of communication

Lines of communication continue through the Work Groups

This in no way is meant to belittle the past role of the Trilateral Group. (In their September 21st meeting the Steering Committee has agreed to meet on a monthly basis. The third Wednesday of each month.) Consequently, the Trilateral Group will be dissolved. Also, since its development, the Steering Committee has added a labor representative from the Connecticut State Labor Council.

As the maturing process of the Steering Committee occurs, the commitment of each of its members increases. With an increase in commitment, the Steering Committee is beginning to play a larger role in the overall coordination and direction of the Council.

Such a role might require an adjustment from an informal structure to that of a more formalized organizational format as suggested in Chart #5. This chart basically realigns the authority levels of the Steering Committee and the full Work Council. In so doing, such a structure provides the Education-Work Council an opportunity to "test" whether the traditional hierarchial format of policy determination and decision making in complex organizations (such as an Executive Board of Directors or a School Committee) is transferable to a collaborative organization stressing high levels of participation in addition to substantial outcomes.

Currently, the Steering Committee is considering the establishment of the Council as a non-profit corporation with both Massachusetts and Connecticut.

E. DESCRIBE THE EXTENT TO WHICH COLLABORATION HAS BEEN ACHIEVED:

According to Paul Barton, assistant to Willard Wirtz, a collaborative process is identified as:

> "1) being an organized activity with an agreed upon policy for its conduct;
>
> 2) the participation of representatives of education, business, labor, parents, the voluntary and service sector, the public, students...or at least a sufficient number of the above to provide the expectation of significant achievement;
>
> 3) an involvement in the improvement of the transition arrangements rather than the rest of the group being "advisory" to any one of the represented institutions or sectors;
>
> 4) the development, or working on the development of substantive actions, a prioritizing of the items on the agenda, and planning towards actually carrying out the agenda."

Basically, Barton recommends an organized, participative, action-oriented group comprised of individuals representing diverse professions which serve a specific target area.

When analyzing the extent to which collaboration has been achieved in the Hartford/Springfield region, it is important to consider two distinct phases of activities. The first phase which extended from February 15 - September 15, 1977, was the planning and organizational stage.

This corresponds to the four dimensions outlined in the Barton definition. The second phase of the Education-Work Council will be to implement those programs identified by the members as the most worthwhile.

Phase I:

During Phase I, the Education-Work Council was able to achieve the following:

> 1) the dedicated commitment of a core of individuals who spearheaded the planning and organizational stage of the project. As a low profile, participative group, the Trilateral Group achieved legitimacy without alienating each other in the process. In so doing, a remarkable trust level was achieved. Evidence of this trust can be demonstrated by the following factors:

-- Prompt recognition of hidden agendas and subsequent breaking down of them;

-- Ability to influence qualified people to participate in the deliberations of the Council;

-- Commitment to meet on a weekly basis;

-- Frankness and openmindedness of conversations;

-- Ability to focus on a central goal of establishing a Council for career education collaborative purposes;

-- Willingness to solicit friends to participate in the Council.

2) The establishment of a collaborative body of individuals representing a wide diversification of professions. This unit was established as a community organization and not as a political (legislative) body. Characteristics of this body are:

-- A membership of 87 individuals;

-- A membership which included government (22), business (13), education (20), manufacturing (11), labor (4), and other (17) representatives.

3) The establishment of an organizational structure which encouraged a high level of interaction among members in the Council. This is evidenced by:

-- A Council agenda which provided each Council member with the opportunity to share information with the entire Council during a single meeting time;

-- A Work Group agenda which, as sub-groups of the full Council, provided members with the opportunity to work on specific topics of interest to them (see #4);

-- A Steering Committee which acted as a catalyst to keep the momentum going in the Education-Work Council and the Work Groups;

-- A Staff of competent individuals who facilitated and coordinated the activities of the Council. Because of the other commitments Council members had, it became essential for the director and his staff to assume a larger role in the actual follow-up activities related to the specific recommendations suggested.

4) The development and prioritizing of specific goals and objectives which the Council would seek to achieve. Such goals include:

-- Please refer to Section G, page 46.

-- A work plan has been developed which basically operationalizes the goals and objectives.

Phase II:

During Phase II, its implementation stage, the Council has or expects to accomplish the following:

1) It has widened its membership from 64 individuals to 87 members. Additionally, it has expanded the amount of people representing organized labor from 1 person to 4 people. With the growing interest of labor, a group normally looked down upon by management, a more collaborative community effort is achievable. Business education and governmental representatives are increasing as well.

2) The Trilateral Group has expanded its membership to fully include the remaining members of the Steering Committee. This effort will provide a more active and participative guiding body for the full Council.

3) The Work Group will focus on more specific issues. In the earlier stages, these groups focused on developing work plans for each prioritized goal. With the shift to more specific task-oriented issues, individuals with particular interests in certain tasks will be encouraged to work towards the achievement of that task.

4) A newsletter has been published for purposes of keeping the membership up-to-date with local, State and national activities relating to issues affecting the youth transition. In conjunction with the newsletter and immediate reports, minutes of Council, Work Groups and Steering Committee meetings, members are kept well informed.

5) The issue of incorporation has been discussed and deemed a viable option for the Education-Work Council. Such a step would provide for:

-- Increased recognition.

-- Improved lines of communication.

-- Financial independence.

-- Improved leadership capability.

Because of the negative implications of incorporating at an early stage of development, however, the Steering Committee has decided to wait until satisfactory settlements of the following issues have been achieved:

— Will incorporation destroy the informality of the organization?

— Because of assuming responsibility for self preservation, will the Council align itself to the political aspirations of a few?

— By incorporating too early, will the members feel that they will have to support the Council through the payment of dues?

6) The issue of developing a collaborative relationship with a reputable Community Council in the Springfield, Massachusetts area has been addressed.

One of two options:

A) The following letter sent to the Executive Director of the Hampden County Industrial Labor Council details the degree of collaboration which the Education Work-Council seeks (see page 41 A).

B) The following two letters regarding the Hampden County Industrial Education Council, detail the present status of our ongoing negotiations directed towards establishing a regional collaborative relationship (see page 41C).

7) A well attended meeting was held at the Springfield Marriott Hotel for purposes of informing the full Work Council of future projects to be conducted. Such projects will be based upon work plans developed by the Work Groups during the past summer. In attendance and providing official support were representatives of the Governor's of the States of Massachusetts and Connecticut (see Grasso letter), as well as representatives of the Connecticut Labor Department the United States Department of Labor and American Association for Community and Junior Colleges.

8) The Council has received significant support from a regional school administrator regarding the actual implementation of an occupational information system within five school districts.

A WORD OF CAUTION:

As with any organization, the actual implementation of collaborative efforts can be abused. There are, of course, those cases where collaboration fails, simply because no one is interested in making it work. However,

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

Richard G. Labrie
Director

STEERING COMMITTEE

John J. Healy, Co-Chairman
Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Laroy Brown
Superintendent of Schools
East Granby Public Schools

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Educational Management
Development Commission

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Southern New England Telephone Co.

Nick Hildreth
Manager of Manpower Development
and Training
Pratt and Whitney Aircraft

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Council on Vocational and Technical
Education

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Commonwealth Colloquium

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Windsor Public Schools

Nikolai Savenko
Area Manpower Administrator
Hampden County
Manpower Consortium

Henry Thomas
Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

September 9, 1977

Norm Halls, Co-Executive Director
Hampden County Industry Education Labor Council
1353 Plumtree Road
Springfield, Mass.

Dear Norm:

The following letter will serve as a follow-up to our discussion of September 8 with regards to collaboration between the HCIELC and the Education-Work Council. As I mentioned one of the primary concerns of the Education-Work Council is to treat the Springfield-Hartford area as one economic unit in terms of manpower planning and employment training. This is based upon recent studies which indicate the employment traffic across the state line.

Therefore, based upon the current agenda of the Education-Work Council I suggest for your consideration the following collaborative relationship:

1.) *Since the Education-Work Council will be working both in Hartford and Springfield, it is very likely that the Council will be soliciting support for its activities in Massachusetts. The Council will therefore need to develop a residential address and identify a fiscal agent in Massachusetts to serve as the recipient of funds. I therefore suggest that the HCIELC and the Education-Work Council develop a formal relationship to allow for the above.*

2.) *Furthermore, in order to avoid duplication of past and current activities of the HCIELC it is suggested that the Education-Work Council and the HCIELC coordinate these activities where duplication exists and where appropriate expenses and costs could be shared.*

3.) *Furthermore, a collaborative effort in public relations, fund raising and program development could benefit both the HCIELC and the Education-Work Council. Each organization has a number of contacts which could be invaluable.*

4.) Other, as may be appropriate to the agenda of the HCIELC or the Education-Work Council.

As we discussed, the Education-Work Council recognizes that a number of agencies, organizations, councils, etc. currently exist in the Western Mass. - North Central Conn. area which have overlapping responsibilities in education-work related issues. It is not the intent of the Council to duplicate these organizations but to:

--establish a collaborative relationship with them . . .

--act as a catalyst in identifying education-work related problems common to the Springfield-Hartford area . . .

--develop and implement collaborative action-plans to meet the above identified needs.

If I can be of any assistance or can answer any questions with regards to the Education-Work Council or its current and future activities, please do not hesitate to contact me. I look forward to the establishment of a relationship of mutual benefit.

Respectfully,

Rich Labrie

Richard G. Labrie
Director

b.c.c. Steering Committee
RL:ps

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NORTHCENTRAL CONNECTICUT: Bloomfield, Ellington, Enfield, E. Granby, E. Windsor, Granby, Somers, S. Windsor, Stafford Springs, Suffield, Tolland, Windsor, Windsor Locks
THE STATE OF CONNECTICUT'S FRESH WATER COLLEGE
PRESIDENT
P.O. BOX 68 ENFIELD, CONNECTICUT 06082 203/745-1603

August 9, 1977

Mr. Norman T. Halls
Co-Executive Director
Hampden County Industrial-
Education Council
170 Wilbraham Road
Springfield, MA 01109

Dear Mr. Halls:

I was quite surprised to receive your letter of July 29 indicating that collaboration between the two Councils is not taking place. In my investigation, I find that the director of our project, Mr. Rich Labrie, spoke to Mr. Ted Byrne concerning possible collaboration between the two groups in March. In addition, on July 6, at your suggestion, Mr. Labrie met Tom Glynn to discuss collaboration between the Councils. It was at Mr. Glynn's suggestion that this issue of collaboration between the two Councils be held in abeyance until your Council had had an opportunity to reformulate its plans. On July 12, Mr. Labrie met with Mr. Robert Hafey and Mr. Paul Greeley of the Springfield Chamber of Commerce to discuss possible collaboration between the Chamber of Commerce, your Council and ours. According to Mr. Labrie, these two gentlemen indicated that a discussion would be held on this matter at a later meeting with Mr. Glynn and Mr. Byrne with a follow-up contact to Mr. Labrie.

As late as July 28, Mr. Labrie spoke to Mr. Byrne with regards to the possible collaboration of the two Councils. At this time we found that Mr. Byrne was in the process of leaving his office with your Council and he suggested that Mr. Labrie talk with you directly about a possible interface at a later date.

If the above is accurate, I am puzzled by your letter. I am especially puzzled by your next to the last paragraph which indicates that a stateline should be the stopping point for an Education-Work Council. If you are on I-91 any day between the hours of 4 p.m. and 6 p.m., you will note that traffic is equally heavy in both directions. In other words, people from Springfield work in Hartford and from the Hartford area work in Springfield. In fact, the company next to our campus has a predominance of people from Massachusetts as their employees. It would be my belief that to draw an arbitrary line would not serve the function of an Education-Work Council. Rather, we must recognize that people living in this area work in the Hartford/Springfield labor market areas. With that in mind, and with the work Mr. Labrie has done to bring about collaboration between the two Councils, I trust that you will show an equal amount of willingness to collaborate with the Council based on our college's campus as Mr. Labrie has demonstrated, at least to me, our Council's willingness to collaborate with your Council. I am not interested in turfdom, statelines, or anything else. My concern is obtaining results so that people leavin
a non work situation can successfully make the transition to a working situatio

Our unemployment rate is much too high for all age groups in this area. Further, we are losing too many manufacturers and other jobs to the southern states. Therefore, I must reiterate that there is a job to be done and it must be done soon or we will all suffer. This area has great potential for development, but it also has great potential to become the next Appalachian area. Therefore, I have no interest in turf, rather, I am interested in results.

I trust the above comments indicate very clearly to you our willingness to cooperate and collaborate with you or anyone else. When results are achieved, I could care less who gets the honor and glory if such be attached. My only concern is obtaining results and obtaining them soon!

My best wishes to you and we do look forward to seeing you again soon.

Sincerely,

Daniel R. McLaughlin
(M.P.)

Daniel R. McLaughlin
President

DRM/mp

Dictated but not read

Cc: E. Gleazer
T. Byrne
P. Greeley
T. Glynn
D. Clark
T. McClain
J. Mahoney

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there is the other extreme which Irving L. Janis, in his book entitled Victims of Groupthink, cautions us to be aware of. Primarily a psychological study of foreign decisions and fiascos, "groupthink" is a condition which is characterized by a very cohesive group which is insulated, in its decision making process, from the judgments of qualified associates. As such, a group becomes more insulated, and tendencies for groupthink increase. Additionally, the more actively a leader of a cohesive group promotes his own preferred decision, the greater are the chances of groupthink. Eight major symptoms of groupthink are:

1) An illusion of invulnerability;
2) Collective efforts to rationalize in order to discount warnings;
3) An unquestioned belief in the groups inherent morality;
4) Sterotyped views of opposing leaders as too evil to warrant genuine attempts to negotiate;
5) Direct pressure on any member who expresses strong arguments against any of the groups' stereotypes;
6) Self-censorship of deviations from the apparent group consensus;
7) A shared illusion of unanimity concerning judgments conforming to the majority view;
8) The emergence of self-appointed mindguards - members who protect the group from adverse information that might shatter their shared complacency.

While this cursory view of the "groupthink" concept is not meant to belittle the present collaborative status of the Education-Work Council or other such community efforts, it is meant to caution individuals who plan to serve on such a group that "collaboration" or sharing for the betterment of the community must be just that. If such a group seeks to establish itself as the"one best way" to solve problems in the community, and in so doing, isolates itself from the wider community opportunities for failure are possible.

F. INSTITUTIONAL CHANGES:

As previously described, the first prioject period has focused mainly on the organization and development of a broadly represented, participative Council. Since the change process, especially institutional change is a lengthy process, this section will be delineated in the final report for the second project period. The following letter, though does describe the result of the Council's goodwill and influence with regards to the Cooperative Education program at Asnuntuck Community College.

STATE OF CONNECTICUT
ASNUNTUCK COMMUNITY COLLEGE
P.O. BOX 68
ENFIELD, CONNECTICUT 06082

TEL. 745-1603
(AREA CODE 203)

OFFICE OF THE PRESIDENT

Richard G. Labrie, Director
Education-Work Council
Asnuntuck Community College
111 Phoenix Avenue,
Enfield, Connecticut 06082

Dear Mr. Labrie:

At the last Education-Work Council meeting, one of the speakers suggested the usefulness of various participants providing you feedback of ways in which the communication thus far established through the Council has proved productive. I am writing this letter in the hope of doing this.

Aside from the general insights about such things as industry's perception of Asnuntuck and its students, the developing economic problems of the area and similar useful data, the Cooperative Education Program has realized some very concrete benefits from its involvement in the Council.

Through contacts made at Council meetings, we have already strengthened and expanded our relationship with Connecticut Bank & Trust Co. and expect that arrangement of several additional Co-op Ed work placements will result, several other industrial members of the Council are now better informed about Cooperative Education as a means of striving to ease the transition between education and work. We expect this to improve our chances of establishing working relationships with those companies and additional placement opportunities for students.

In addition, we are now preparing an operating manual and handbook for our program. Upon completion of the manual, we intend to submit it to the entire Council membership for evaluation and hope to get valuable imput from the perspective of industrial members which will better insure the workability of our program..

Board of Trustees of Regional Community Colleges

Page 2:

Finally, we intend in the future to seek out Council members specifically interested in Cooperative Education to serve on an Advisory Board for our program. Our participation in the Council should greatly facilitate developing such an Advisory Board.

While we see numerous other ways in which the Council will continue to benefit Asnuntuck's Cooperative Education Program, I hope these few specific references will be helpful, for now, in your making assessments and reaching judgments.

Sincerely,

Hank Bennett

HB:dw

Hank Bennett, Director
Cooperative Education

G. GOALS AND OBJECTIVES OF THE COUNCIL AND THE PROBLEMS WHICH MAKE THEM SIGNIFICANT

Goal I. Establish frequent communication and commitment among the representatives of business, industry, labor, education, state and local governments, to promote and facilitate meaningful cooperation and collaboration.

Prioritized Objectives:

a. Foster open communication and collaboration among education and busines/labor sectors.

b. Develop a shared vocabulary.

c. Develop a sponsor community forums on specified subject areas.

d. Clearinghouse to gather and disseminate information.

e. Publication of the minutes from each of the work group meetings.

f. Explore future funding for the Education-Work Council.

PROBLEM:

In order to establish meaningful appropriate change, all segments of the community must be supportive and integral to the change process. This can only occur through the collaborative process. Prior to the establishment of the Council, this collaboration was not in existence in the Hartford/Springfield area.

STATEMENT:

Goal II: Identify and assess the educational training resources of the region and the factors that effect them.

Prioritized Objectives:

a. Inventory and evaluate existing and potential education facilities and programs.

1. Public secondary schools
2. Relevant post-secondary schools
3. Proprietary schools
4. Industrial
5. Labor training resources
6. CETA funded programs
7. Private programs and agencies

b. Identify federal, state and local educational programs.

c. Collate existing studies of the Education-Work process.

d. Formulate a master reference booklet combining all educational and training resources in the Greater Hartford-Springfield area. The booklet should be updated every three to five years.

e. Analyze laws, practices, regulations, that promote or constrain the transition from education to work to education as a continual process.

f. Identify and assess the school to work problems such as attitudes, habits, and expectations of employers and employees.

   1. More incentives in the schools to promote youth interest and involvement in their personal academic program.
   2. Motivate youths to accept their responsibilities.

PROBLEM:

Minority youth unemployment in the urban areas of Hartford and Springfield is approximately 38% - 40%. Youth unemployment in the urban communities of Western Massachusetts and North Central Connecticut vary from 9.3% - 28%.

The present system of financing education in both Connecticut and Massachusetts can no longer continue to provide the resources necessary to a comphrehensive (includes skill training) education. With technological changes occuring yearly and the declining enrollments, capital outlay no new facilities and sophisticated equipment (which may be obsolete before the first class graduates) becomes unwise. The educational system must therefore, rely more on the educational training resources available for skill training.

Goal III: Develop an ongoing needs assessment of the labor and skill requirements of local business and industry and provide local occupantional and career outlook information.

Prioritized Objectives:

a. Compile existing manpower needs information, synthesize and disseminate information.

1. Have local industry verify manpower data.

b. Conduct an assessment of the imbalance between the employment opportunities and the needs of the Hartford, Connecticut-Springfield, Massachusetts area.

c. Workshops on Manpower training for business and labor.

PROBLEM:

Current traffic and unemployment patterns on Interstate Route 91 (major artery connecting the Hartford and Springfield area) suggest that there are a number of Massachusetts residents who are employed in Connecticut (6000 at Pratt & Whitney alone). There also are a number of Connecticut residents who are employed in Massachusetts (Monsanto, Milton-Bradley, Digital, etc.) Because of the employment potential of both Connecticut and Massachusetts it becomes increasingly important to treat the area as one economic region. To do so, available manpower data must be regionalized and this data made available to planners concerned with the educational program planning (skill training.) In addition this information concerning currently available employment opportunities and those likely to be available in the future must be made available to the students of the region for career decision-making purposes.

This data does not currently exist on a regional or local basis. Also, many Council members admit that the statistics they report to the Department of Employment Security or the Bureau of Labor Statistics are largely inaccurate. It therefore becomes increasingly important to solicit primary data and develop a mechanism for maintaining the accuracy of the data as well as verifying its accuracy. This can only be accomplished through a local organization which has developed the legitimacy and credibility to secure accurate data on a regional basis.

Goal IV: To develop and/or adapt specific educational and training programs to meet the identified needs of the area.

Prioritized Objectives:

a. Identify present and possible models of educational and training delivery systems.
   1. Conduct a survey of current models (particularly ones funded through CETA.)
   2. Examine delivery systems used by other Education-Work Councils.

b. Revise current educational programs to more adequately meet the needs of local business and labor.

c. Initiate pilot projects as needed.

d. Development of training and retraining programs to meet the labor needs of the area.

e. Develop advisory committees to work with each training program to insure that the training is relevant and meets industrial or business standards.

PROBLEM:

There currently does not exist a delivery system for comprehensive vocational education in either North Central Connecticut or the eight towns (Lower Pioneer Valley-Educational Collaboration) outside Springfield. In addition the vocational schools in Springfield, Holyoke and Westfield, Massachusetts are oversubscribed. It is therefore necessary, based upon Goal III to develop skill training programs with existing resources in accordance with the manpower needs of the region.

Goal V: Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service and other means.

Prioritized Objectives:

a. Promote means for bringing school counselors and teachers and industry personnel together to discuss needs of students and industry.

b. Training guidance counselors to educate and involve them in the real world, and teachers in actual work place situations.

c. Student awareness programs - learn, practice and then on-the-job work experience.

   1. Determination of students' occupational career interests.
   2. Provide direct counseling to students regarding occupational opportunities.
   3. Stress to area schools that all graduating seniors should have work experiences.
   4. Develop specific programs for parents to provide better information for helping youths make decisions.
   5. Contact and work in cooperation with the Counselors' Professional Organizations.

d. Sell the concept that blue-collar jobs are not less dignified than white-collar occupations. ("All work is meaningful.")

e. Develop a resource bank/directory of community resource persons for classroom use.

   1. Offer an audio-visual program to share with area schools.

PROBLEM:

Very few teachers and counselors are aware of existing career education resources outside of their immediate community; especially across state lines. The development and distribution of a Community Resource Directory will identify the available resources and describe methods to gain access to them. Also, to stimulate the increased integration of Community resources into the classroom for career education purposes, a community forum on Career Education will be sponsored by the Education-Work Council.

Goal VI: Promote youth employment and training and adult retraining for realistic career choices.

Prioritized Objectives:

a. Establish and coordinate a youth employment office.

   1. Make an inventory of the skills of individuals entering or re-entering the labor market.

   2. Prepare an ongoing short term needs assessment of the area businesses and industries.

b. Sponsoring experience exchange programs between the students and workers and educators and workers.

PROBLEMS:

Employers hesitate to hire youth in their teens or early twenties. Youth who have not yet been in the labor force do not have a local advocate for counseling and job placement. DES has been primarily concerned with "heads of households".

There exists no mechanism for recruiting and retraining adults for viable local careers in North Central Connecticut communities or the Western Massachusetts LPVEC communities (see Goal IV.) but yet jobs exist, especially in the machining and metalworking and data processing areas.

H. SECOND YEAR PROGRAM PLANS:

The second year program plans have been developed by the Work Groups* of the Education-Work Council and are attached as appendices. A summary of these activities follows:

Work Group A-

- Continued publication of the Education-Work Council Exchange on a monthly basis.
- Community Forum - Career Education.
- Community Forum - Manpower Planning.
- Community Forum -- (to be identified)
- Continued distribution of brochures and slide-tape presentation.

Work Group C-

- Continued development and verification of local and regional manpower data.
- Development of mechanism for distributing data and updating as new information is received.
- Development of a collaborative relationship with Massachusetts Occupational Information System (MOIS) and the National Occupational Information System (NOIS) whereby the Council will utilize a computer facility to distribute manpower and occupational information to school administrators and students.

*Note: In June Work Group B was merged with Work Groups A, C, and D to avoid duplication of responsibilities.

Work Group D-

- The continued development and printing of the Community Resource Directory.

In addition to the above the staff, in conjunction with consultant services, will continue to inventory and assess the educational training resources of the region - based upon:

1) manpower requirements of local business and industry;

2) the availability of educational training resources programs will be established. The staff will continue to promote the collaboration process between education and representatives of the private sector; especially in the area of program development.

Other activities will include:

- promotion of the education-work collaborative process;
- identification of issues, concerns, problems etc. related to education and work;
- identification of collaborative methods to solve the above problems;
- promotion of the concept of regionalization;
- continuation of the Council as a forum for the exchange of ideas among representation of the region;
- proposal development on behalf of the region;
- increase the awareness of the public on issues such as:
    a. declining industrial based economy in the region;
    b. growth of the service economy in the region;
    c. ramification of a) and b);
    d. the growth and projections of occupations not requiring a 4 year college degree;
    e. the concept of adult retraining for viable careers;
    f. other
- continued staff work at the direction of the Education-Work Council Steering Committee.

- continued staff work at the direction of the Education-Work Council Steering Committee.

- the continued development of the Youth Advisory Board.

- the development of a Parents Advisory Board with representatives solicited from local Parent Teacher Organizations.

- the development of continued relationships with local CETA prime sponsors (see attached Discussion Paper pages 68 and 69).

- the development of a Community/School Partnership program and a community internship program placement service for teachers and counselors (see attached program description - Appendices).

V. FINANCIAL AND RESOURCE CONTRIBUTIONS

A. Asnuntuck Community College

Personnel:	
President* (1/10 time)	$2500.00
Administrative*	4000.00
Clerical* (President's secretary 1/20 time)	500.00
Office Supplies and Equipment*:	
Desks, chairs, typewriters, Xerox, telephone, instrument, postage machine, graphic arts/printing equipment, file cabinet, audio visual equipment	1500.00
Travel*:	
State car available for in-state travel	5000.00
Council Activities*:	
Conference rooms, auditorium, refreshments	250.00
Overhead: @ 8% of project amount	3775.00
Other:	
Publications	150.00
Sub Total	$17,675.00

B. LEGO Systems, Inc.

Personnel*	
Sr. Vice-President	3000.00
Secretary (50 hours)	250.00
Council Activities*	
Conference room and refreshments for work group meetings	100.00
Xerox (3000 copies)	82.50
Sub Total	$ 3,432.50

C. Pratt & Whitney Aircraft

Personnel*	
Manager, Manpower Development and Training	2500.00
Council Activities*	
Conference room and refreshments for work group meetings	100.00
Sub Total	2600.00

D. Junior Achievment

Council Activities*	
Conference room and refreshments for work group meetings	100.00

E. Hartford Graduate Center Council Activities* Conference room and refreshments for work group meetings	100.00
F. Capital Region Education Council Council Activities* Conference room and refreshments for work group meeting	100.00
G. Springfield Chamber of Commerce Council Activities* Development of mailing list	250.00
H. Enfield Chamber of Commerce Council Activities* Development of mailing list	150.00
I. Hartford Chamber of Commerce Council Activities* Development of mailing list	250.00
TOTAL CONTRIBUTIONS	$ 30,227.50

* in-kind contributions

VI. PROBLEMS ENCOUNTERED

Problem - The procedures of the State of Connecticut concerning personnel, approvals for program expenditures, contracts for services (consultants) are lengthy and time consuming. The process is further complicated by the fact that some representatives of the private sector consider the process inefficient and counter-productive to the decision making role the Council and the Steering Committee.

Solution - An initial solution of the above problem was the request by the Council (Asnuntuck Community College) for approval to contract with Technical Education Research Centers, Inc. (TERC) for the payment for services and expenses incurred by the Council. A longer range solution involves the incorporation of the Council in both Connecticut and Massachusetts as a non-profit public service corporation.

Problem - The initial personal service agreement request was for the period February 15 - October 15, 1977. If the extension of the first project period is granted, a new or modified request will have to be submitted, thereby causing yet further delays in the expenditures of funds beyond October 15.

Solution - The Council staff, through the Steering Committee is attempting to refine the process and develop a personal relationship with those individuals involved in the state approval process. The intent is to create an advocate to facilitate the approval process.

Problem - There exists within the service area of the Education-Work Council another organization having overlapping responsibilities.

Solution - The Council staff have attempted to develop a collaborative, relationship with the Hampden County Industry Education Labor Council (see attached correspondence, page 41). It is expected that numbers of the EWC Steering Committee will meet informally with members of the HCIELC Executive Committee to establish the basis for a collaborative relationship.

Problem - Because the Education-Work Council is based at Asnuntuck Community College in Enfield, Connecticut, it is not eligible for funding or resources from public sources in Massachusetts.

Solution - The Council is attempting to locate a residential address in the Springfield area to allow for:

a.) participation in CETA programs
b.) solicitation of resources and funding through the Massachusetts Department of Education.

Problem - There is a basic hesitancy with regards to the transfer of resources across state lines.

Solution - The Council is continually promoting the concept of regionalization and developing non-partisan relationships with regards to issues, concerns, problems, etc. common to both Massachusetts and Connecticut

Problem - There exists no direct youth representation on the Council.

Solution - Because the Council was organized during the summer months many youth were not available to participate. Therefore, the Council is attempting to solicit broad representation of youth through the establishment of a Yough Advisory Board (see page 58).

THE ESTABLISHMENT OF A YOUTH ADVISORY BOARD TO THE EDUCATION-WORK COUNCIL

MEMBERSHIP - The Advisory Board shall be comprised of area youths who are involved in the transition from school to work. The members, at the time of their appointment, can be either in the actual transition, or the academic and social planning stage. The Council in its selection of youth participants, shall give special attention to encouraging at least one representative of each of the area High Schools and Colleges, and at least two youths who have been unsuccessful in the transition from school to work. To carry-out the selection process, the Education-Work Council shall create a special Youth Advisory Board Selection Committee, to develop selection procedures, and to review all possible candidates for membership on the Board. It is recommended that the selection committee place emphasis on recruiting student-elected officers as candidates for the Board.

The Board shall consist of approximately 50 members.

PURPOSE OF ESTABLISHMENT - The members of the Education-Work Council have indicated a need for an Advisory Board comprised of youths who can contribute to the Council their insights and experiences as young persons in the Greater Hartford/Springfield area.

BOARD OFFICERS - The members of the Administrative staff shall act as the temporary executive committee, until such time an official election can be held. At the earliest convenient time, the executive committee shall conduct an election, in accordance with the parliamentary procedures, for the following executive positions:

Chairman - The executive power shall be vested in the Chairman. He shall hold his Office during the term of one year, and be re-elected not more than twice.

Vice-Chairman - To assist the Chairman in carrying-out his duties and to conduct business in the absence of the Chairman. The Vice-Chairman shall hold office for a term of one year and be re-elected not more than twice.

Secretary - The Secretary shall hold Office for a term of one year and be re-elected not more than twice.

Treasurer - Shall keep the necessary records to efficiently retain and budget the Board's funds. The treasurer shall also act as the Budget Committee Chairman. The term of the Treasurer is that of one year and may be re-elected only twice.

MEETINGS - The Advisory Board shall meet to discuss the problems that develop through the transition from school to work and to formulate solutions thereto. The Board shall provide the Council with a report, at least annually, describing the problems that are felt to be of major importance among youths. The Board will also submit to the Council, recommendations with respect to the planning policy, priorities and operations of the Council and their respective experimental pilot programs.

SUBCOMMITTEES - The Chairman may designate subcommittees of the members of the Advisory Board to advise the Council on particular youth problems or functions of existing Youth Organizations in the Greater Hartford/Springfield area.

BUDGET COMMITTEE - On the conception of the Board, the Chairman shall set up a special budget committee, to organize the Board's funds in such a manner to promote the attainment of guest speakers and to conduct field trips which will be beneficial to the Board in formulating their recommendations to the Council. The Council shall assist the Board, in all the ways possible, the acquisition of funds, that will be necessary to carryout the above stated functions of the Board.

REPRESENTATION ON THE STEERING COMMITTEE - The members of the Advisory Board shall appoint one member as the spokesman of the Board, who will represent the Advisory Board on the Steering Committee, by becoming a bonafide member of such committee.

The Youth Advisory Board shall not go into effect until after a confirmation vote by at least two-thirds of the members of the Asnuntuck Education-Work Council.

VII. RECOMMENDATIONS FOR:

A. IMPROVING AACJC ASSISTANCE

The AACJC staff has been an invaluable asset in research and access to materials as well as in support of the general attitudes of the Council.

The Association has been flexible in budget changes which emphasize Council member needs as opposed to the original proposal writer's intent.

Continued support regarding the sharing and exchange of information with other work councils funded nationwide is anticipated. These retreats have proven to be profitable experiences. In fact, the director utilized such resource materials in the development of the Education-Work Council Community Resource Directory, heeded the advice of other project directors regarding program innovations and most importantly, avoided duplication of effort, has identified commonality of issues and problems to see how other councils have handled certain tasks and has gained moral support which serves as a necessary reinforcing factor.

The staff suggests more frequent meetings of the NMI, NAB as well as the AACJC Directors for increased communication.

B. IMPROVING DOL ASSISTANCE:

The relationship between the Department of Labor and the Council has been very informal, with most information being relayed through the AACJC. However, both Mr. Lindsay Campbell, Acting Director, Education-Work Project, Office of National Programs and Mr. Richard Rizzio, Manpower Development Specialist, Office of National Programs, Employment and Training Administration, have been informative, helpful and generally supportive.

In June Mr. Rizzio spent considerable time with the individual project directors of the AACJC Councils explaining the role of the Dept. of Labor in the project; the goals and objectives of the Federal Education-Work Initiative; and their expectations from the individual sites. Mr. Rizzio has since been especially helpful in identifying and providing materials, reports, etc. pertinent to our projects, and in providing technical assistance for local problem solving.

Since February Mr. Lindsay Campbell has provided not only support but has been instrumental in securing flexibility in project management. In addition, Mr. Campbell on behalf of the Dept. of Labor, addressed the September meeting of the Council and of the Steering Committee. His comments and suggestions were invaluable to the continued planning and development of the Council.

The staff wishes to maintain and expand these relationships both directly and through the AACJC.

C. IMPROVING NMI, NAB RELATIONSHIPS:

"NMI acts as a resource to the project and has been cooperative to the extent that its budget allows in securing materials, supplying information, and promoting the program."

"Cases in point include Archie Lapointe, Executive Vice President of NMI, addressing the first Work Council meeting, the receipt of research materials of the Institute and the generous commitment of Willard Wirtz, who has agreed to sign certificates of participation for present Council members."

The relationship with National Alliance of Businessmen has been non-existent. Again, any and all information obtained has been gained directly through the AACJC.

D. REFINING THE ORIGINAL PROGRAM CONCEPT:

In his book, the Boundless Resource, Wirtz sets forth a proposal for the establishment of Community Education-Work Councils which will "ferry people and ideas across the gap between education and employment and at the same time infuse the coming-of-age process with knowledge and experience available from the broader community." He continues, "But the case for something of this nature...of a new institution that would take the transition from youth to adulthood, from education to work, as its particular responsibility... will ultimately depend more on experience than on logic... These Community Education-Work Councils would be composed of people...who are in the best position to influence success at this critical passage." Wirtz sets forth five major areas where Work Councils could be effective. These include:

1) Counseling - Advice
2) Occupational Information
3) Placement
4) Career Education and Educational Experience
5) Educational Interchanges

Many interesting programs and delivery systems are mentioned, however, as Wirtz states, "It remains to recognize the questions that inhere in any suggestion for setting up a new institution. Who does it? How is it financed? What is its authority? What is its relationship to the established institutions? Won't this be just one more committee when there are already too many? Where will it get its staying power when the novelty of it wears off? Wouldn't it be better to try to work within the present school and governmental systems?"

The answers to these questions are not effectively outlined in Wirtz's publication. In fact, the strength of Wirtz's argument seems to rest upon the assumption that once the Council is established, it should have no difficulty in assuming an effective role in the community.

It has been our experience that collaboration is not as easy to achieve as one reading the Wirtz publication might anticipate. In fact, many issues which Wirtz does not thoroughly address play an important role in the development of an effective Council.

In recruiting Council membership we constantly found that vested interests assumed an important role for many people. "What is in it for me?"

While not explicitly and publicly stated, it is an important issue for an administrator to address. We found that a self-determination process in goal clarification was essential. Gaining group consensus, while a time consuming activity, provides members with an opportunity to express hidden values and share them with the larger group. In fact, as the Council has matured, we have seen that collaboration remains a process which has its tradeoffs, its "give and takes". It is not just "sharing and communication".

In our deliberations, we have found it very important to constantly serve as a catalyst to insure the forward momentum of the group. In fact, during the earlier stages, a Trilateral Group of five committed individuals made the majority of decisions. It was as much a handholding process as it was a communicative process.

There is a definite tendency of members of this Council not to be looking towards the federal government and/or the State for the solution to local problems. In fact, to gain increased financial independence as well as strengthened recognition, the Council is seriously considering non-profit corporate status.

Another important question which Wirtz fails to address is, specifically, who legitimizes the actions of the Council? We do not propose to have the answer. However, it is our impression that the Council is not automatically "legitimate" because an influential group of opinion leaders serves on its board. While it may be true that business/industry representatives have greater authoritative influence within their particular spheres, and government and labor may as well, it is not the case within educational institutions. While superintendents may recommend that teachers use certain materials and take advantage of special forums, they do not have the same influence that business might have within the private sector. Because the Education-Work Council has not recruited actual teachers and counselors to serve on the Council, there is no direct tie to the teaching profession. Further, no members serving exclusively as parents or students have been actively recruited, thus providing similar roadblocks. While the Wirtz model wisely recommends that these factions be contributing forces on the Council, it has been our experience that these groups (serving exclusively in the role mentioned) are not easily recruited. In fact, certain members have indicated that prior experiences with such groups have not been profitable. They simply do not speak the same language.

To help break down this obvious gap, we intend to actively establish additional forums where these groups can be heard. In order to do this, we will address local PTO's, teacher meetings and student gatherings. Initially, our emphasis will be to engender local support from rural, suburban and urban schools. In so doing, our intention will be to develop local advisory Boards in each community. Such will represent parents, teachers, guidance counselors, and students. The larger reason for developing these Boards will be for purposes of gaining support and legitimacy for the fuller Council activities. In accordance with the spirit of collaboration, a staff member or professional consultant will act as facilitator for each meeting and will report his finding back to the larger Council.

To be effective in implementing programs, it is imperative to involve the implementors in the planning process as well. The Council can only influence. It cannot make people do things to insure reasonable and effective implementation; local support at the participating institutions is necessary.

E. IMPROVING COUNCIL PERFORMANCE:

The ultimate goal of the Education-Work Council, previously described,is not only to have an effective collaborative body which can influence change, but also to have a body which truly reflects the wants and desires of those who will implement and those who will be served.

In order to achieve this goal, three steps are being taken. They are:

1) Effectively merge the Trilateral Group with the fuller Steering Committee. With the scheduling of monthly Steering Committee meetings and the realization by Trilateral Group members that the Group is mature enough to permit this merger, we feel that this step has been attained.

2) Redefine the scope of activities which the Work Groups will focus upon. With the completion of the work plans for each of the defined goals and objectives, each Work Group will now focus on specific tasks outlined in the plans. While not tested, this step has administratively been satisfied.

3) Establish Advisory Boards in the school districts which are presently being served. Such Boards shall represent parents, students, teachers and guidance counselors.

F. IMPROVING PERSONNEL PERFORMANCE:

The staff of the Council has attempted to develop a very delicate balance as a process-oriented organization with credibility and legitimacy. It cannot continue to stress only communication and collaboration without having something concrete to show for it. To maintain a level of commitment and momentum, it is important to show success in a way in which all Council members can relate.

During the early stages of development, the director spent his time as follows:

20% — individual contact
20% — group contact
35% -- report and proposal preparation
5% -- general correspondence
20% -- administrative function

During the second grant period, he will place a greater emphasis on individual and group contact (40% and 35% respectively) and will decrease his emphasis on report writing, general correspondence and administrative activities (10%, 10% and 5% respectively).

With present staffing remaining uncertain, it is important that a clerk typist be retained immediately. Additionally, either an assistant or an organized consultative arrangement should be developed immediately to provide necessary staff support.

G. IMPROVING EVALUATION CONSULTANCY:

Any consultant hired should recognize the importance of each and every communication she/he has with a member of the Council. Because the Council stresses collaboration, it is highly crucial that the consultant be skilled in interpersonal abilities. Such a person should not come in with a design of what she/he wants to do, but rather should design his/her format after serious consultation with the director, and key individuals in the Council.

Additionally, the director must support the evaluator in his/her activities. Simply stated, the evaluation must have value to the director, otherwise it is not necessary to conduct one.

Obviously, the results of an independent evaluation can be quite valuable. Oftentimes the independent evaluator is able to learn many valuable bits of information which normally would not come out in conversation. Such simple items as inconvenient meeting times, and improper meeting places, and the name on a piece of stationary can have totally unanticipated consequences. Caught by an evaluator and shared immediately with the director, such errors in judgment are "nipped in the bud". Larger items such as not fully representing labor on the Steering Committee and not fully involving Springfield in the deliberations were also brought to my attention and immediately addressed.

Probably the most important thing to gain with the evaluator is a sense of trust by the Council staff. This is not to say that this trust will result in the elimination of "bad information", but rather that the knowledge of such information should be shared in a trusting environment. Time should be spent with the evaluator on discussing ways in which he/she would address apparent problems.

An evaluator who is accepted by the members of the collaborative group, who can develop an effective communicative relationship with the director,who is honest and will stick to his principles as to what should be addressed, and who is willing to make realistic recommendations for Council improvement is the one who should be hired.

H. IMPROVING AACJC SUBCONTRACT REQUIREMENTS:

The project staff have no recommendations for improvement at this time.

I. OTHER:

ADDRESSING BI-STATE COLLABORATION

Because of the nature of the region and the dependency each economic part has upon the other, Bi-State collaboration is an economic necessity for the survival of the region. An inordinate amount of time has been placed on working directly with Regional Office of Education in Springfield, the Hampden County Industrial Education-Labor Council, the Connecticut and Massachusetts Departments of

Commerce, the State Departments of Labor, the Mayor of Springfield, the regional CETA sponsors, the regional school superintendents, the local labor officials, elected officials and representatives of the private sector. Because of the realization that Bi-State collaboration will be more difficult to attain because of political, economic and legislative barriers, it is important that specific programs be developed and implemented for purposes of breaking down these barriers.

Specific barriers and probable Council solutions are:

1) Regulations prohibit the transfer of CETA resources outside of the prime sponsor area...

   SOLUTION: Establish a residential address within the Springfield prime sponsor area.

2) Solicitation of funds appropriated in the State of Massachusetts for a Connecticut based organization is illegal...

   SOLUTION: Incorporate in both Massachusetts and Connecticut and establish a residential address in the Springfield area.

3) Solicitation of funds from the private sector is made easier when such contribution or grant awards are tax deductible. In order for these contributions to be tax deductible, the receiving organization must have non-profit corporate status...

   SOLUTION: Incorporate as a non-profit corporation in both Massachusetts and Connecticut.

4) Because of the nature of the grant awards from the National Office of Occupational Information Systems (NOIS) the Massachusetts Office of Occupational Informational Systems (MOIS) cannot use any of its funding to replicate its program in the greater Hartford area...

   SOLUTION: Develop a collaborative relationship with NOIS and MOIS to extend the service of MOIS into the greater Hartford area.

5) Very few teachers and counselors are aware of existing career educational resources outside of their own immediate communities, especially across state lines...

   SOLUTION: Develop a Community Resources Directory and offer community forums on current career related issues.

6) DES and BLS figures are reported for labor market areas separately by state...

   SOLUTION: The Council will extract and develop regional data for Springfield/Hartford area.

7) Administrators may or may not be aware of the training resources which might be available outside of their immediate community or in another state...

   SOLUTION: Council will develop an inventory of in-school and out-of-school educational training resources for the region.

8) There are a number of people who have overlapping responsibilities with regards to education/work issues on both sides of the stateline...

   SOLUTION: By establishing cross-linkages with groups in the Hartford/Springfield area, the Council will attempt to act as a clearinghouse to avoid duplication of effort.

9) Many taxpayers are overburdened with taxes and do not appreciate paying for goods and services which will be used on the other side of the stateline...

   SOLUTION: Local community members will be actively encouraged to participate in the deliberations of the Education-Work Council or one of its advisory boards. Along with support from influential opinion leaders in the community, as well as the measurable outcomes of the Council, the issue of collaboration and shared growth should be supported.

J. IMPROVING RELATIONSHIP WITH CETA PRIME SPONSORS:

The following discussion paper identifies a number of relationships currently being discussed with CETA prime sponsors.

DISCUSSION PAPER

Collaborative Council Roles with regards to CETA PRIME SPONSORS:

In brief, the current CETA youth related legislation and the subsequent regulations are mandating: (1) expanded and higher quality work experience opportunities linked with a career plan and carrying provision of academic credit, (2) an increased emphasis on provision of job information, counseling guidance and placement services, (3) a comprehensive inventory of career development, education and training opportunities, (4) improved coordination between the education, manpower, and labor establishments.)5) involvement of youth in the management of their own affairs. The following represents program and process opportunities and concerns that constitute the agenda of many of the existing education-work councils.

The new relationships between institutions and the new arrangements within programs that are mandated or allowable under the Act, are further suggestive of roles and responsibilities community education-work councils might undertake to perform in support of full and effective use of locally available resources under CETA.

a. The education-work council as applicant for funding for demonstration project under Secretary's Discretionary funds - CETA. The demonstration project will evaluate the delivery system for youth related manpower services of the Hampden County Manpower Consortium. The project will identify the factors which prohibit and promote successful programs within a comprehensive service delivery system.

b. The education-work council as the mandated youth council to the prime sponsor's manpower planning council. Over the next three months, prime sponsors seeking YETP and CCIP monies will be obligated to establish youth councils either (1) by expanding the membership of the MPC, (2) establishing a subcommittee or subcommittee or subcountil to the MPC, or (3) recognizing an entirely separate council. Consortium-member education work councils (with requisite mandated membership) are considered by the Department of Labor to be eligible youth council (See regs. for the required membership profile). There is tacit agreement that the prime sponsor is to provide the youth council with professional, technical and clerical staff.

The Youth Council is advisory to the MPC. Its precise functions are not clearly defined in the regulations or the legislation. The newly established Office of Youth Programs of DOL would have the Youth Council play a major role in the inventory and analysis of local career development, employment and training opportunities and identification of exemplary programs.

c. The education-work council as community brokers of technical assistance and information to private and non-profit community-based agencies (affiliated or not) seeking to render services or to relate existing or planned program activities to local or state prime sponsors in connection with YEDPA and established CETA youth program The expertise represented on community education work councils, along with working agendas which often address the whole of the youth transition problem, will position many education-work councisl to render these forms of assistance. There are numerous way which these services could assist the prime sponsor to effect improved and rationalized service provisions

d. The education-work council as official or unoffical broker or enabler of local education agency, private employer, organized labor and CETA prime sponsor deliberatio Providing the good offices of the Council as neutral forum for working out such issues work experience site opportunities, wage rates, academic credit arrangements and assessment procedures, etc. may be an appropriate and valuable Council function. In many Consortium communities all the relevant sectors an d decision-makers are present on the Council.

e. The education-work council as advocate for expanded community awareness and support o YEDPA and other CETA programs. CETA remains an ill understood government program in many communities. It is a major local resource directed by locally elected and appointed officials. The new legislation opens up new opportunities and challenges to this CETA system. More importantly, it opens up new opportunities for youth who com in contact with that system. Council leadership in expanding community consciousness of the need for new youth opportunities and the role of CETA in providing them can ma a substantial difference in prime sponsor effectiveness.

f. The education-work council as provider of direct and/or supportive services to eligib youth under contract to the prime sponsor. A number of Consortium-member councils ar already engaged in providing services to youth, which services are allowable activiti under YEDPA and established CETA programs. Such services presently being provided by Consortium councils acting alone or in concert with other local organizations include

- development of local occupational information, both short range and long range;
- establishment of youth job placement services;
- inventorying, developing and monitoring community resources for career development and work experience opportunities;
- expanding and supporting youth work and service experience opportunities;
- supporting occupational and career guidance and counseling activities;
- infusion of the curriculum with career insights;
- establishing linkages between manpower development and economic developmen programs;
- systematically studying the nature of youth school-work transition problems including both attitudinal and structural barriers.

Several councils are working directly with CETA prime sponsor staffs in the design and execution of these activities.

Each of these roles carries both opportunities and challenges to sustaining the purposes membership, growth and effectiveness of the Education-Work Council.

VIII. DESCRIBE THE COMMUNITY'S RESPONSE TO THE COUNCIL AND/OR CONCEPT

The way the community feels about the Council at this time can best be represented through various quotes of members.

What is collaboration?

> "In the situation where collaboration takes place, there are differing points of view but common interest. We recognize that we have different values, and, in maintaining our sense of values, we work for the team. Its a give-and-take philosophy. We must not be blind to other points of view."
>
> "If something will happen in the community, it is the community that will do it."
>
> "I think that the biggest plus that the Council has going for it is that people are finally starting to get concerned, not only in the matter of quality education, but community development as well. If the Council did nothing more than to gather all the data relating to programs which are in effect or are available to the communities within the Council area and disseminated this information to the proper people within these communities, I feel it would be a major achievement for the Council."
>
> "It is through honest differences in opinions that we came to sound conclusions and correct judgements."

What can the Council Do?

> "I think recently, when it was noted in the press that there has been a two year decline in test scores for college entrance, the blame was not only placed on the school systems but, for the first time, on the parents as well and a recent Gallup poll indicated it became the #1 goal of educators to have participation by the parents in the future. This same poll indicated that there is a high degree of concern by parents for helping in a true sense and not managing. I do not consider the Council's function to be that of managing local programs, but one of coordination with the respective departments, i.e., town government, school systems, etc."
>
> " The Work Council should work towards changing the image of four year trade programs....A person should be proud to say, "I am a high school graduate and a machinist.'"
>
> "(The Council) should develop programs or materials that provide a better relationship between academic offerings and occupational opportunities."
>
> "Try to get schools to recognize that planning for the future of students is not the exclusive province of schools but should include all segments of the community."

"Try to retrain counselors and encourage in-service training to expose them to the real world of work so they can counsel others."

What Lies Ahead?

"In January of 1977, I spent absolutely no time whatsoever on education/work issues. I now put approximately 60% of my time in educational related activities. In fact, over the past 9 months, labor representatives in Stamford, New London and New Haven have become interested."

"Rich (Labrie) has done a good job directing this project. Future activities he should be concerned with include:

1) link up with other resources that have faced similar kinds of goals;

2) pace yourself--don't go to fast and be labeled, "just another agency"

3) Don't be perceived as another part of the bureaucracy,

4) Don't reinvent the wheel,

5) When seeking information from private industry, be careful to know what information you seek before you knock on industry's door."

IX. BUDGET REVIEW SHEET

Asnuntuck Community College

Line Items	Original or previously mod. budget	Estimated line budget: 10/15	Requirements for extension: 10/15 - 12/15	(Deficit) or Surplus on 12/15	Modification request
Personnel	25,000.00	25,143.82	4,591.45	(4,735.27)	
Fringe	5,625.00	5,414.96	1,033.08	(823.04)	
Other Personnel Consultants	12,900.00	7,506.25	100.00	5,293.75	
Travel	1,000.00	883.71	-0-	116.29	
Equipment*	-0-				SEE ATTACHED
Office Space*	-0-				
Supplies	1,000.00	353.15	25.00	621.85	
Communications*	1,000.00			1,000.00	
Reproduction*	290.00			290.00	
Other*	375.00	5,292.92	650.00	(5,567.92)	
Totals	47,190.00	44,594.81	6399.53	(3,804.34)	

* line items combined under Other; according to monthly reporting format

X. PERSONAL OBSERVATIONS/REACTIONS

During the preparation of the initial funding proposal to the American Association of Community and Junior Colleges, both I and the former Tri-lateral group members began to develop a basis of support for solutions of education-work related problems. The development of the proposal and subsequent project contract award have provided the catalyst and mechanism to bring this support and concern to a physical reality. There are a number of committed people representing diverse community elements who continue to promote, support and participate in the Council activities. Without this nucleus, the Council might not succeed as I believe it has and will continue.

Since the first Council meeting in April we have made definite strides in improving the communication between the organizations represented on the Council. Through the development of cross linkages with other organizations we have been able to collectively share our concerns. These conversations, followed by committment of time and resources to bring about change will eventually determine the overall success of the Council.

I am confident, based upon numerous discussions with local, state, and federal government agencies, as well as representatives of the private and public sector and the caliber of support and committment that has thus far been exhibited, that the Council will succeed.

I wish to acknowledge the assistance and support of the AACJC project staff; particularly James Mahoney in the development of the Council. His office has provided the needed information and flexibility to develop a truly community-based and operated Council. He, personally, has continually provided the project sites with moral as well as professional support in the facilitation of problems and concerns. Without this type of support, the Council could not have evolved as quickly as it has.

Also, I wish to thank the members of the Council for their continued support and I look forward to continued successes to the mutual benefit of both the Education and Work sectors of this region.

Richard G. Labrie
Director

RECORD OF MEETINGS

Agendas and Minutes

XI. MEETINGS- AGENDAS AND MINUTES

Tasks for the First Education - Work Council Meeting

April 27, 1977

- Identify common concerns

- Establish a collaborative Council "Identity" (create a common sense of participation and support for the Education-Work Council concept).

- Initiate the process of networking and sharing of information between and among the Council representatives of business, labor, industry, government, education, private agencies and organizations.

- Identify the short and long range goals and objectives of the Education-Work Council.

- Introduce the overall Federal Education - Work Initiative

- Introduce the Council representatives to the Executive Steering Committee

Post Meeting Action

- Plan short and long term Council activities (eg. identify, define, and prioritize needs and to inventory assistance and resource capabilities).

- Provide for collaboration and technical assistance on a select number of issues of common concerns.

- Provide a concerted, collaborative effort for the accomplishment of Councils identified goals and objectives.

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

EDUCATION - WORK COUNCIL WORK GROUP C

MINUTES

MAY 16, 1977

Present: Thomas McClain, Clifford Randall, Ronald Snow, Pasquale Starble, Edward Sillari, Ellen Gold, Edward Hamblin, Jerimiah McCarthy, Sidney Snegg

Staff: Cari Sahi, Linda Cassidy

The meeting was called to order at 3:15 p.m. by recorder Thomas McClain, in the conference room of Asnuntuck Community College.

I. Old Business

The members of the Council reviewed the discussion of the first meeting. It was agreed that too much time was spent on the goals and the group felt that specific objectives should be stated and the goals should then be readjusted to coincide with the prioritized objectives. Dr. McClain suggested that after careful review of the present stated goals, the work group should discuss and list other goals and objectives that were felt to be lacking in the original list.

II. New Business

The members of the Council suggested that there be a monthly newsletter concerning the topics covered at all group meetings. Communication throughout the entire council was heavily stressed. Also, publish the minutes of each meeting.

The members of work-group C want to see the Education-Work Council in action. It was urged that the work group select only one or two goals and concentrate their energies on these so that their efforts will be productive.

It was discussed to formulate a master reference booklet, combining all educational and training resources in the Greater Hartford-Springfield, Massachusetts area. It was felt that the past studies were out-dated since industry is constantly changing their needs. When combining this information, it is important that these facilities are readily available, and to indicate what capacity these facilities can be used. The information obtained through through these studies should be available to everyone. In collecting the data it was also felt that the industrial representatives should research and poll the facilities at other industries rather than the Educational representatives, because of the communication channels through the members of industry.

The group decided that third meeting would be necessary before the next full council and the first steering committee meetings. It was agreed to meet May 23, 1977 3:00 p.m. at Asnuntuck Community College.

III. Adjournment

The meeting was adjourned at 5:00 p.m.

Respectfully submitted by

Linda Cassidy

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

EDUCATION-WORK COUNCIL . WORK GROUP A

MINUTES

May 19, 1977

PRESENT: Pete Quinby, Chuck Haller, Bernard Gaureau, Walter Mayo, Mike Howard, Margaret Sweeney, Tom Johnson, David French

STAFF: Carl Sahi, Linda Cassidy

The meeting was called to order at 9:00 a.m. by recorder Pete Quinby at the Capital Region Education Council(CREC).

I. OLD BUSINESS

The members of the work group reviewed the changes which were made to goals 1-7, during the first meeting. The changes are included in the New Business section.

II. NEW BUSINESS

Recorder Pete Quinby organized the group to re-evaluate the goal statements, making changes where necessary and to prioritize the objectives appropriate to each of the goals.

The following is a compilation of the goals and prioritized objectives that the work group felt the council should implement as their directives.

Goal 1: (Revised)

Establish frequent communication among the representatives of business, industry, labor, education, state and local governments, to promote and facilitate cooperation and collaboration.

Prioritized Objectives:

A) 28. Foster open communication and collaboration among education and the business/labor sector

B) 8. To develop a shared vocabulary

C) 14. Develop and sponsor community forums on specified subject areas.

D) 24. Clearing house to gather and disseminate information, publication of newsletter.

E) To evaluate the necessity of the Education-Work Council and to explore future funding.

Goal 2: (revised)

Identify and assess the educational training resources of the region.

Prioritized Objectives

A) inventory and evaluation of existing and potential education facilities and programs.

B) identify federal, state and local educational programs.

C) to collate existing studies of the Education-Work process

D) analyze laws, practices, regulations that promote or constrain the transition from education to work to education as continued process.

f) identify andassess the school to work problems such as attitudes, habits, and expectations of employers and employees (modified objectives 10, 22, 23).

Goal 3:(revised)

Develop an on-going needs assessment of the labor and skill requirements of local business and industry and provide local occupational and career outlook information.

Prioritized Objectives:

A) 1. Conduct an assessment of the imbalance between the employment opportunities and the needs of Hartford, Connecticut and Springfield, Massachusetts area.

B) 5. Workshops on Manpower training for business and labor.

Goal 4: (Omitted)

21

Goal 5: (Revised)

To develop and adapt specific educational and training programs to meet the identified needs of the area.

Prioritized Objectives:

A) 25. Revise current educational programs to more adequately meet the needs of local business and labor

B) 11. Implement action programs to resolve youth school to work transition

C) 27. Initiate pilot projects as needed.

D) 16. Devlopment of training and re-training programs to initiate the labor needs of the area.

Goal 6:

Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service work experience.

Prioritized Objectives:

A) 2. Develop awareness workshops for counselors and teachers.

B) 4. Business/labor internships for guidance counselors and teachers (vocation and summer placements).

C) 12. Determination of students occupational career interests

D) 9. Provide direct counseling to students regarding occupational opportunities

E) 3. Develop a resource bank/directory of community resource persons for classroom use.

Goal 7: (revised)

Promote youth employment and training and adult re-training for realistic career choices.

Prioritized Objectives:

A) 19. Establish and coordinate a youth employment office.

B) 15. Sponsoring experience exchange programs between the students and workers and educators and workers.

Goal 8: (Omitted)

It was stated that goal number I is a pre-requisite to goals 2-8. If communication has first priority--the other goals, if kept in mind, will flow accordingly.

The group has recommended the Council to issue a periodic communique' such as a newsletter.

Mike Howard suggested that the council conduct an intensive study into the present youth employment and training programs in the region before we should consider developing our own programs. He stated that CETA funded programs should be looked into first. Mr. Howard also stated to the group that the term "employment and training" is presently defined as manpower.

Walter Mayo directed the following question to Carl Sahi, Staff Assistant: He is surprised that there is no youth represented on this council. He feels there is a need to communicate directly with youth to listen to their problems and needs, suggesting that there may be something that we as adults have overlooked. He would like to know why the administrative staff and original steering committee did not include youth representatives on this council?

Carl replied that the staff, in cooperation with the original steering committee members, are developing a proposed youth advisory board to the Education-Work Council. The board consisting of youth from area schools and possibly industry, will have the goal of advising the council on the problems faced by youth in the transition from school to work. The members of the youth advisory board will select a spokesman who will represent their concerns, problems, and needs as a member of the steering committee. The proposal for this youth advisory board will be submitted to the full council at its next meeting, Monday, June 13, 1977.

Chuck Haller informed the work group of state wide conferences and meetings that he will attend in the near future, such as the Task Force meeting, June 23 and the I.E.L. conference. He plans to report back to the work group on the precedings and developments that took place at these meetings.

III. Adjournment

The meeting was adjourned at 12:00 noon.

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

EDUCATION-WORK COUNCIL WORK GROUP C

MINUTES

May 23, 1977

PRESENT: Thomas McClain, Robert Snow, Nelson Dawes, Richard Mullen Pasquale Starble, Jerimiah McCarthy, Sidney Snegg, Cliffor Randall, Roy Brown, Edward Hamblin, Dan McLaughlin

STAFF: Richard Labrie, Carl Sahi

The meeting was called to order at 3:20 p.m. by recorder Dr. Thomas McClain, in the conference room of Asnuntuck Community College.

NEW BUSINESS

The group begam by discussing Goal 4. It was suggested that a survey of current models be conducted. The best place to look would be other existing Education-Work Council, along with other programs, particular ones funded through CETA.

Goal 5:

To develop and implement specific educational and training programs to meet the identified needs of the area.

Suggested as a means of carry-out these goals would be to set up a citizen Advisory Council. The membership would consist of persons from various careers. The council would assist schools, local businesses, and youths develop and implement various career educational programs.

It was mentioned by Sidney Snegg the program that the Springfield Public Schools in cooperation with Digital are going to be offering in the near future. The program would train electronical techicians, an entry level job. The reason that Springfield Technical High School was selected was because the school offers the basic required courses. Approximately 32 participants. The group felt that the Council should look into operating similar programs with Hamilton Standard or Pratt & Whitney.

Goal 6:

Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service work experience.

The group felt that the goal should be re-stated to include in-service and other work experiences.

Objectives for this goal would be: (1) Student Awareness programs- learn, practice and then on-the-job work experience.
(2) Training guidance counselors to educate and involve them in the real world, and teachers in actual work place situations. Possible to set up a program by December.
(3) Sell the concept that blue-collar jobs are not less dignified than white-collar occupations. Mr. Snegg stressed the concept that "all work is meaningful."
(4) Offer an audio visual program to share with area schools.
(5) Contact and work in cooperation with the counselor's professional organizations
(6) Stress to area schools that all graduating seniors should have work experience.

Goal 7:

Promote youth employment and training and adult retraining for viable career choices.

(1) industry has to participate, and understand the obligations.
(2) Take advantage of the skills that unemployed persons have possible inventory individual's skills so when they do become unemployed, employers are aware of the other skills they might possess.

Goal 8:

Analyze laws, practices, regulations, that contrain the transitions from education to work to education as a continual process.

(1) re-examine of how the unemployment laws operate.

are readily available, and to indicate what capacity these facilities can be used. The information obtained through these studies should be available to everyone. In collecting the data it was also felt that the industrial representatives should research and poll the facilities at other industries rather than the Educational representatives, because of the communication channels through the members of industry.

The group decided that third meeting would be necessary before the next full council and the first steering committee meetings. It was agreed to meet May 23, 1977 3:00 p.m. at Asnuntuck Community College.

III. Adjournment

The meeting was adjourned at 5:00 p.m.

Respectfully submitted by

Linda Cassidy

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

EDUCATION-WORK COUNCIL WORK GROUP B

MINUTES

May 25, 1977

PRESENT: Joel DiNigris, Richard Sokol, William Schmid, Charles Warner, Carl Eager Jr., Arthur Slanetz

STAFF: Richard Labrie, Carl Sahi

The meeting was called to order at 7:45 p.m. by recorder Joel DiNigris, in the conference room of Asnuntuck Community College.

New Business

The group began discussion on Goal 2:

Identify and assess the educational training resources of the region.

Carl Eager stated that presently we are lacking in a real needs assessment of the area industry. We need to come up with a vehicle to circulate this information, such as a computor application, since it would keep the needs assessment up to date. It was suggested by Charles Warner that the list be updated at least every three to five years. Mr. Eager suggested that the Council should also identify the industries that are stable.

The group then discussed the need for the industries that are unable to offer good benefits, should conduct a "dressing up program" to attract more youths. Mr. Eager suggested offering an Associate Degree program for machinists. It was also felt that the blue collar jobs should somehow be improved to have a better image in the society.

Art Slanetz stated that the proper work attitude of the youth is just as important. An industry would not be interested in offering a training program for youths that "feel the society owes them a job".

Rick Sockol stated that Vocational Schools do not stress

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the concept of the correct work attitudes with the students, while the traditional schools do not offer any comprehensive skill training programs.

Mr. DiNigris felt that the Council should consider programs that kept youth in schools, Mr. Schmidt reacted to the statement by posing the question, "Why should we keep youths in school?" The reason youth drop out of school is to get away from something in the school system. It was felt that students that are not guided lose interest.

Joel DiNrisis sited a personal example of how he did not have interest in school and attained a high level of performance until he found a personal reason for being in the school. There should possibly be more incentives in the schools to promote youth interest and involvement in their personal academic program.

The group discussed the waste of tax payers money and the loss to the community be having the facilities at the school lye idle from 2 p.m. on.

Goal 4:

Identify and present models of educational and training delivery systems to meet the identified needs of the region.

(1) flexible time schedules
(2) touch base with unions
(3) computer list of available job for internship programs.

The meeting was adjourned at 10:00 p.m.

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ASNUNTUCK

**EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT**

AGENDA

Executive Steering Committee
June 1, 7:30
Asnuntuck Community College

The Role and Goals of the Executive Committee

Formalization of the Goals and Objectives of the Council

Establishment of a Youth Advisory Board to the Council

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

STEERING COMMITTEE MEETING

MINUTES

June 1, 1977

Present: Tom McClain, Dan McLaughlin, Nick Heldreth, E. C. Gustavson, John Healy, Jackie Danzberger, Pete Quinby, Tom Johnson

Staff: Carl Sahi, Linda Cassidy

The meeting was called to order at 7:55 by Dan McLaughlin. The agenda for the evening was read.

After lengthy discussion on the roles of the Steering Committee by its respective members, it was felt that the following four roles would be the aim of the committee.

Role 1: Steering Committee should remain a catalyst to keep the momentum going in the Education-Work Council and the Work Groups.

Role 2: The Steering Committee shall by both membership and other ways remain in two-way communications with each work group through:

a. frequent distribution of articles, programs, etc., that pertain to the function and work of the Education Work Council.

b. distribution of minutes of various work groups to other work groups

c. assist in maintaining work group vitality including new memberships, creations of new work groups as needed, etc.

d. keep a constant supply of information going to each member of the Education-Work Council that will stimulate their thinking and action to produce the needed results

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Labor Market Areas

e. other techniques and modes of operation under this role as needed

Role 3: Monitor and coordinate work of work groups to insure that the Council does not pull itself apart or destroy itself. The word Steering with the aid of the membership of the Council is the key word here.

Role 4: Provide coordination between work groups through communications and other techniques to insure outcomes and results.

The Steering Committee discussed the progress of the work groups to date. Steming from the discussion, they prepared the following agenda for the next full Council meeting to be held on June 13, 1977.

AGENDA

June 13,1977

7:30	Introductory Remarks
7:45	Work Group Session 1) To complete discussion on goals 2) Selection of two goals of particular interest to the individual work groups
8:15	Discuss and approve the goals and objectives of the Council as formulated by the work groups
8:45	Selection of work group tasks
9:45	Closing remarks

The Steering Committee unanimously approved the proposal for the establishment of a Youth Advisory Board to the Education-Work Council. The committee recommended that the proposal be presented to the full council on June 13, for consideration.

The meeting was adjourned at 10:05 p.m.

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

EDUCATION-WORK COUNCIL MEETING

JUNE 13, 1977

AGENDA

7:30 Introductory Remarks
Youth Advisory Board

7:45 Work Group Session

1) To complete discussion on goals
2) Selection of two goals of particular interest to the individual work groups

8:15 Discuss and approve the goals and objectives of the Council as formulated by the work groups

8:45 Selection of work group tasks

9:00 The roles of the Steering Committee and the Project Staff

9:45 Closing Remarks

Work Group Meetings - Time and Place

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

MINUTES

EDUCATION-WORK COUNCIL MEETING

JUNE 13, 1977

PRESENT: Otis Anderson, William Schmid, Robert Snow, Hank Bennett, Ronald Thomas, Bernie Gareau, Edwin Carty, Joe Uehlein, Ray Lambert, George Richmond, Nick Heldreth, Ellen Gold, Edward Hamblin, Dan McLaughlin, Sheila Beach, Carol Doss, Rick Sockol, Mary Jo Descy, Peter Quinby, Bert Vallencourt

STAFF: Rich Labrie, Carl Sahi, Linda Cassidy

I. INTRODUCTORY

The meeting began at 7:30 with Dan McLaughlin presenting the introductory remarks. Dr. McLaughlin stressed to the Council members that each work group select a goal (or goals) which is of common interest to the group, and to also choose and begin discussion on identified objectives to that goal. It was recommended that the short range goal of the group be that of selecting one objective and have it completed by the next full Council meeting in September.

II. YOUTH ADVISORY BOARD

In carrying-out the recommendations of the Steering Committee, Dr. McLaughlin presented the proposal for the establishment of a Youth Advisory Board to the full Council, (proposal sent to members prior to the meeting). The Advisory Board was unanimously approved by the members, and is planned to be developed over the summer months.

III. WORK GROUP SESSION

A. Selection of two goals of particular interest to the individual work groups.

William Schmid reported for Work Group A. The goals selected are one (1) and three (3).

Goal 1:

Establish frequent communication among the representatives of business, industry, labor, education, state and local governments, to promote and facilitate meaningful cooperation and collaboration.

Goal 3:

Develop an on-going needs assessment of the labor and skill requirements of local business and industry and provide local occupational and career outlook information.

George Richmond reported for Work group B. The selected goal is one (1).

Goal 1:

Establish frequent communication among the representatives of business, industry, labor, education, state and local governments, to promote and facilitate meaningful cooperation and collaboration.

Since Work Group B selected only goal, it was decided to merge groups A and B into one group (A), because of their common interest in goal one (1).

Robert Snow reported for Work Group C. The selected goals are three (3) and four (4).

Goal 3:

Develop an on-going needs assessment of the labor and skill requirements of local business and industry and provide local occupational and career outlook information.

Goal 4:

To develop and adapt specific educational and training programs to meet the identified needs of the area.

Carol Doss reported for Work Group D. The selected goals are five (5) and six (6).

Goal 5:

Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service and other means.

Goal 6:

Promote youth employment and training and adult re-training for realistic career choices.

IV. STEERING COMMITTEE

Nick Heldreth stated to the members the role of the Steering Committee.

Role 1:

Steering Committee should remain a catalyst to keep the momentum going in the Education-Work Council and the Work Groups.

Role 2:

The Steering Committee shall by both membership and other ways remain in two-way communications with each work group through:

a. frequent distribution of articles, programs, etc., that pertain to the function and work of the Education Work Council.

b. distribution of minutes of various work groups to other work groups.

c. assist in maintaining work group vitality including new memberships, creations of new work groups as needed, etc.

d. keep a constant supply of information going to each member of the Education-Work Council that will stimulate their thinking and action to produce the needed results.

e. other techniques and modes of operation under this role as needed.

Role 3:

Monitor and coordinate work of work groups to insure that the Council does not pull itself apart or destroy itself. The wor Steering with the aid of the membership of the Council is the key word here.

Role 4:

Provide coordination between work groups through communications and other techniques to insure outcomes and results.

V. PROJECT STAFF

Rich Labrie informed the members of the progress to date of the Council, in relation to the other Councils funded under the American Association of Community and Junior Colleges. Mr. Labrie also spoke of the role of the project staff.

To support, with data analysis and other research, the issues, concerns and plans of action, of the individual work groups. Consequently, the staff will provide the members of the work groups with alternatives for the attainment of specific goals and objectives. These alternatives will be submitted for discussion purposes.

The staff will also assist in facilitating communication, cooperation, and collaboration between the members of Council.

V. WORK GROUP MEETINGS- TIME AND PLACE

NEXT SCHEDULED WORK GROUP MEETINGS/TASK ASSIGNMENTS

Work Group	Goal/Task Assignments	Meeting
A	1	7:00 p.m. June 23 Junior Achievement 565 Halfway House Rd. Windsor Locks, CT 0609 623-9941
B	2	(not yet scheduled)
C	3 & 4	3:00 p.m July 6 Asnuntuck Community College
D	5 & 6	7:00 p.m. July 6 Asnuntuck Community College

VI. ADJOURNMENT

The meeting was adjourned at 10:00 p.m.

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EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

MEETING: WORK GROUP A

JUNIOR ACHIEVEMENT
565 Halfway House Rd.
Windsor Locks, CT 06096

JUNE 23, 1977

AGENDA

7:00 Discussion of Goal 1 and the Prioritized Objectives

7:15 Methods/Procedures to accomplish objectives

A. Development and Dissemination of Newsletter

To: Educational Institutions and Chamber of Commerce members

By: Staff

- Feature articles/Local News by Work Group Members
- Spotlight on members via biographical outline of each member
- Articles of interest from Council and Staff readings
- National News
- Shared vocabulary
- Forum/Editorial
- Pending issues and current events
- Annotated bibliography and resources
- Other

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Labor Market Areas

B. Community Forums

- Identify issues of concern
- Identify speakers

C. Identify Council affiliations and provide entre' for the promotion of the Education-Work Concept.

- Develop slide-tape media presentation
- Develop brochure for distribution

D. Identify sources of funding for Council related activities

- Private sector
  eq. underwriting specific costs
- Public sector
  eq. CETA, Office of Education
- Other
  eq. in-kind support

9:00 E. Other

- Next Meeting

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EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

EDUCATION-WORK COUNCIL

MINUTES

WORK GROUP A
June 23, 1977

PRESENT: Pete Quinby, Otis Anderson, Art Slanetz, William Schmid, Mike Howard, Hank Bennett, Bert Vallencourt, Rick Sockol

STAFF: Richard Labrie, Carl Sahi, Linda Cassidy

The meeting was called to order at 7:25 p.m. by Richard Labrie. The meeting was held at Junior Achievement, 565 Halfway House Road, Windsor Locks, CT

I. DISCUSSION OF GOAL I AND THE PRIORITIZED OBJECTIVES

The prioritized objectives were agreed to, as stated. It was recommended that the Council publish and disseminate a newsletter. The objective of the newsletter would be to stimulate discussion on issues of concern, to spotlight the Council's activities, and share information among the members.

To carry-out this objective the newsletter will include but will not be limited to the following sections:

Feature articles/Local news by Council members

Spotlight on members via biographical outline of each member

Articles of interest from Council and Staff readings

National News

Shared Vocabulary
(This section will define various terms necessary for effective communication among the members)

Forum/Editorial

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Labor Market Areas

Pending issues and current events

Annotated bibliography and resources

The first newsletter will be published in July. The succeeding issues will be circulated on an ad hoc basis until a regular schedule can be adapted. (Either monthly or bi-weekly).

Mike Howard felt the newsletter would be very significant. Howard, though, as well as the others, would like to continue receiving the work group minutes. The minutes will, in a more detailed form, explain the activities of other work groups.

COMMUNITY FORUMS

The members discussed the possibilities of hosting a community forum sometime in September. Each member will identify issues of concern and possible speakers for discussion at the next work group meeting. These forums will be sponsored by the Education-Work Council and will be open to the general public.

STUDENT PARENT SURVEY

It was recommended to develop a student/parent survey in the Greater Hartford-Springfield area. The survey will consist of questionairesgoing to students and parents. The student questionaire will be an attempt to identify and assess the concerns and problems faced by youth in their transition from school to work. The parent questionaire will attempt to identify and assess the concerns of parents with regard to their children's education and future employment opportunities.

The work group in collaboration with the staff, suggested the following survey areas of informational needs:

career counseling
career decision making
employment data
value of education
other

The staff will develop a parent and student questionaire for discussion at the next work group meeting. The student survey will be distributed randomly, to home rooms 9, 10, 11, and 12th grade students in the Hartford-Springfield and area high schools. The parent surveys will be distributed via the same students. In addition the staff will attempt to locate computer facilities and the use of a computer programmer for survey analysis.

PROMOTION OF THE EDUCATION-WORK CONCEPT

The development of a slide tape presentation.

It was proposed to develop a slide tape media presentation of the Education-Work Council to give people an idea of the Education-Work Council concept. The slide tape presentation will be presented to area businesses, civic organizations, etc. A draft of suggested script was distributed for comments and discussion at the next meeting.

The group discussed the development of a brochure for distribution. The brochure would identify the Steering Committee and all of the Council members in addition to describing the Council activities.

It was also suggested to change the logo and the letterhead on the Education-Work Council stationery to promote an identity of the Council. It was also suggested to list the Steering Committee members along the side of the stationery.

IDENTIFY SOURCES OF FUNDING FOR COUNCIL RELATED ACTIVITIES

Each work group member agreed to identify possible sources of support for Council related activities; either underwriting specific costs or providing in-kind support. The staff will be responsible for initiating linkages with possible funding sources eq. CETA, DOL. DHEW, etc. The Council will provide whatever entre' and assistance it can to facilitate these linkages.

NEXT MEETING

The work group decided to have their next meeting Thursday, July 14, 7:00 p.m. in Training Room 9, Connecticut General Life Insurance Company, Cottage Grove Road, Bloomfield. Connecticut.

ADJOURNMENT

The meeting was adjourned at 9:15 p.m.

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EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

STEERING COMMITTEE MEETING

ASNUNTUCK COMMUNITY COLLEGE

June 27, 1977

AGENDA

10:00 a.m. I. Program for Local Service
Donald Eberly, Senior Analyst
Policy and Planning Office
ACTION
Washington, D.C.

11:00 II. Discussion of Evaluation Format and Third Party Evaluator

11:15 III. Voc. Ed. Advisory Council-Career Ed. Work Council-Education Work Council

Proposal: That the Education-Work Council serve as the Voc. Ed. Advisory Council and the Career Education Work Work Council for the Council's member school districts.

Responsibilities:

1) Provide information on current job openings

2) relevancy of curriculum

11:30 IV. Other

- Minutes of Work Group A
- AACJC letter

- biographical outline - Name/Title
- report on Vermont meeting, Department of Commerce, Department of Commerce, Department of Labor, AACJC
- new Council members

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EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

MINUTES

Steering Committee Meeting

June 27, 1977

Present: **Guest Speaker:** Donald Eberly, Senior Analyst, Policy and Planning Office, ACTION
John Healy, Hank Bennett, Rick Sockol, Tom McClain, Mike Howard, Nick Heldreth, Dan McLaughlin, Edmond Garvey, Joseph Uehlein

Staff: Richard Labrie, Carl Sahi, Linda Cassidy

I. PROGRAM FOR LOCAL SERVICE

Donald Eberly spoke to the group about a national service experiment which he recently conducted in the Seattle, Washington area through a $1 million grant from ACTION. The project was labeled Program for Local Service (PLS) and was designed to help the 18 to 25 year old population of the area find satisfying and useful work.

PLS participants recieved $2,970 for their year of service, approximately 10 per cent below the minimum wage at that time. Education related work claimed 25 per cent of the participants while mental health, other health services, public safety and recreation each claimed approximately 10 per cent. The remaining 35 per cent were engaged in a variety of social services.

PLS also served a wide range of clients although special projects tended to emphasize children and youth, low income and handicapped persons, the elderly, criminal offenders, and women.

Mr. Eberly encouraged the Council to apply for funds from various state and federal agencies to initiate a similar program in the Hartford-Springfield region. Mr. Eberly stressed that the application should be made in the near future to the Federal Government's Comprehensive Employment and Training Act (CETA) since these funds must be distributed by September 1, 1978.

II. DISCUSSION OF EVALUATION FORMAT AND THIRD PARTY EVALUATOR

The third pary evaluator, Richard Sockol, was approved by the Steering Committee.

III. VOC.-ED. ADVISORY COUNCIL-CAREER EDUCATION WORK COUNCIL-EDUCATION WORK COUNCIL

The Steering Committee suggested that the Council interface with the local Voc. Ed. Advisory and Career Education Work Council.

IV. OTHER

Newsletter: Identify members and affiliations

New Council Members: It was agreed that new members be approved by the Steering Committee

Meeting of Education-Work Council Directors in Vermont.

Discussions included the Evaluation Format and Future Funding

What the Education-Work Council would look like in the second project period.

V. ADJOURNMENT

The meeting was adjourned at 11:55 a.m.

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EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

YOUTH MEETING

June 27, 1977

Guest Speaker: Donald Eberly
Senior Analyst, Policy and Planning Office, ACTION

Present: Dr. Daniel McLaughlin, Jessica Brand, Joleen Urban, Lisa Kampfman, Steve Rice, Ann Marie Killacky, Cliff Lantenback, Beverly Hanson, Nancy Sahi, David Klem, Pat Hanson, Lynn Connery, Mike Alexieff, Beth Byrne, Mark Scully

Staff: Carl Sahi, Linda Cassidy

Donald Eberly spoke of a jobs program in conservation, neighborhood improvement and employment training. Mr. Eberly stated that the proposed jobs program would be federally funded except for an initial $200 fee from the employer. He pointed out jobs funded under a similar experimental program in the attorney general's office, prisons, day care centers, schools and positions with the American Civil Liberties Union.

Mr. Eberly was looking for reactions fromthe younger persons present. Steve Rice, one of the youth participants, stated he was getting a bachelors degree soon and planned to teach medical entomology. He asked Mr. Eberly if he could work towards a masters degree under the program. Mr. Eberly answered that the U.S. Government would have no control in this area, but probably could give the student a job with the Environmental Protection Agency (EPA) in locating and reporting the migration of insects, which plague farmers fields. Mr. Eberly said the EPA has found the need for 50,000 such workers.

Mr. Eberly also stated in conservation alone, there is a need for about 700,000 positions, left vacant by the Civilian Conservation Corps which started in 1933 and was later dropped.

The program proposed would guarantee the young adult in the late teens and early 20's a year in a job that would pay the minimun wage. Employers or "sponsors" would be recruited to hire the persons, but the jobs would be federally funded. Mr. Eberly spoke of a similar program in Washington State, which he said was very successful.

Carl Sahi then discussed the Education Work Concept and the Education-Work Council with those present. He stressed the need for youth representation on the Council and asked for volunteers to participate on a Youth Advisory Board to the Council. Discussion with individual students followed.

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ASNUNTUCK

EDUCATION — WORK COUNCIL
of
NORTH CENTRAL CONNECTICUT

MINUTES

WORK GROUP A

Connecticut General Life Insurance, Bloomfield, CT.

July 14, 1977

Present: Hank Bennett, Otis Anderson, Rick Sockol, William Schmid, Pete Quinby, Mike Howard, Art Slanetz, Tom Johnson, Jackie Danzberger, Ray Lambert

Staff: Richard Labrie, Linda Cassidy

Rich Labrie opened the meeting at 7:10 at Connecticut General Life Insurance, Bloomfield, CT., in Training Room 9.

After brief discussion, Work Group A decided that the Work Group meetings should coincide with an agenda. It was agreed that much more is accomplished by following an agenda.

Parent and Student Questionnaire

A draft of a Parent and Student Questionnaire which was developed and distributed to the Work Group members prior to the meeting was analyzed and discussed. Changes will be made prior to the next meeting.

Slide Tape Presentation

The script for the slide-tape presentation was reviewed and discussed by the group. No major changes were suggested.

Industry and Education Partnership

The Work Group members suggested for discussion specific methods, programs, etc. which could promote collaboration, Ms. Danzberger offered materials concerning an effective program at G.E.
Rich Labrie distributed materials concerning specific Industry-Education partnerships.
It was agreed that the Work Group would identify one or two activities

Next Meeting

Ms. Danzberger offered the use of the Hartford Graduate Center for the next meeting. It was agreed that the next work group A meeting be held Wednesday, August 3, 1977 at the Hartford Graduate Center.

Adjournment

The meeting was adjourned at 9:35 p.m.

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-344

Work Group A

August 3, 1977

Hartford Graduate Center
275 Windsor Street
Hartford, Conn.

Richard G. Labrie
Director

STEERING COMMITTEE

John J. Healy, Co-Chairman
Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Laroy Brown
Superintendent of Schools
East Granby Public Schools

Jacqueline Danzberger
Coordinator
Educational Management
Development Commission

E. C. Gustavson
Vice-President for the Northern Area
Southern New England Telephone Co.

Nick Heldreth
Manager of Manpower Development
and Training
Pratt and Whitney Aircraft

Argelia Hermenet
Member of Massachusetts Governor's
Council on Vocational and Technical
Education

Thomas Johnson
District Coordinator
Congressman Moffett's Office

Thomas McClain
Executive Director
Commonwealth Colloquium

Peter Quinby
Director of Secondary Education
Windsor Public Schools

Nikolai Savenko
Area Manpower Administrator
Hampden County
Manpower Consortium

Henry Thomas
Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

AGENDA

I. Report on slide-tape presentation

II. Report on brochure

III. Report on newsletter

IV. Discussion of specific activities related to Goal I:

Establish frequent communication and commitment to among the representatives of business, industry, labor, education, state and local governments, to promote and facilitate meaningful cooperation and collaboration..

- a. Foster open communication and collaboration among education and the business/labor sectors.
- b. Develop a shared vocabulary.
- c. Develop and sponsor community forums on specified subject areas.
- d. Establish a clearinghouse to gather and disseminate information.
- e. Publish the minutes from each work group, council, and steering committee meeting.
- f. Explore future funding for the Council.

V. Discussion of summarative report

VI. Other

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EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

WORK GROUP C
AGENDA

August 4, Room 708
Sringfield Mariott

Goal 3. Develop an on-going needs assessment of the labor and skill requirements of local business and industry and provide local occupational and career outlook information.

Goal 4. To develop and/or adapt specific educational and training programs to meet the identified needs of the area.

I. Discussion and evaluation of present manpower needs information.
- -Jobs in the Decade Ahead
- -Our Manpower Future
- -Occupational Outlook
- -Annual Planning Report for Fiscal Year 1978
  - Hartford
  - Springfield, Chicopee, and Holyoke
- -Economic Analysis for Hampden County Fiscal Year 1978

II. Develop and Organizational format to update and regionalize the current needs assessments to become more responsive to the needs of the Education-Work Council and the Community.
- -Conduct a survey among the businesses and industries regionally or those represented on the Council, on their projected future manpower needs.
- -Regionalize current federal surveys
- -Create a vehicle to circulate this information
  - booklet
  - computor application
- -Develop a means to update this information atleast every three to five years

III. Discussion of present educational and training programs in the Greater Hartford-Springfield area:
- -Vocational Career Guide for Connecticut
- -Occupational Education Resource Handbook (Mass.)
- -Hampden District Regional Skills Center
- -Apprenticeship: Past and Present
- -Apprenticeships in Connecticut
- -State Funded Occupational Education Programs in Mass. 1977

IV. Summarative Report

V. Other

Richard G. Labris
Director

STEERING COMMITTEE

John J. Healy, Co-Chairman
Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Leroy Brown
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Manpower Consortium

nry Thomas
ecutive Director
Springfield Urban League

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Administrative Aide
Conn. State Labor Council

SERVING THE HARTFORD, CONNECTICUT – SPRINGFIELD, MASSACHUSETTS AREA

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-344

Richard G. Labrie
Director

STEERING COMMITTEE

John J. Healy, Co-Chairman
Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Leroy Brown
Superintendent of Schools
East Granby Public Schools

Jacqueline Danzberger
Coordinator
Educational Management
Development Commission

. C. Gustavson
Vice-President for the Northern Area
Southern New England Telephone Co.

Nick Heldreth
Manager of Manpower Development
and Training
Pratt and Whitney Aircraft

Argelia Hermenet
Member of Massachusetts Governor's
Council on Vocational and Technical
Education

Thomas Johnson
District Coordinator
Congressman Moffett's Office

Thomas McClain
Executive Director
Commonwealth Colloquium

Peter Quinby
Director of Secondary Education
Windsor Public Schools

Nikolai Savenko
Area Manpower Administrator
Hampden County
Manpower Consortium

Henry Thomas
ecutive Director
ringfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

WORK GROUP D
AGENDA

SPRINGFIELD MARRIOTT
HAMPDEN WEST MEETING RM.
SPRINGFIELD, MA.

Goal 5 Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service and other means.

Goal 6 Promote youth employment and training and adult re-training for realistic career choices.

I. Discuss the development of a Community Resource Directory. (To upgrade teachers', counselors' and students' knowledge of the rapidly changing world of work. The directory can list the pertinent tapes, cassettes, charts, films and books relating to career education, awareness and vocational education, are where they can be located for use by Council Members or their respective organizations.)

II. Discussion of workshops that the Council should consider offering:
   - In-service workshops - where counselors, teachers, business and industry personnel can be brought together to discuss career education, cooperate work-study programs, updating curriculum to work related goals, to organize teachers and counselors visits to businesses, industries, and other work situations.
   - Career Exploration Workshops - where speakers and resource materials can be utilized to acquaint students with future manpower needs, job descriptions, and prerequisites.

III. Discuss methods to use the Resource Directory to promote experience exchange programs between the students and workers and educators and workers.

IV. Discuss the possibilities of organizing a:
   - Job Information Day - where students follow various workers around for a day to learn first hand about the careers that they are interested in.
   - Job application skills seminar - mock interviews and discussions with employers about job hunting techniques, resume critiques, application writing and the proper attitute when at the interview.
   - Other

V. Managerial Exchange and Awareness Program

VI. Summarative Report

VII. Other

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

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STEERING COMMITTEE

AGENDA

September 21, 1977
Springfield Marriott Hotel
Hampden East Meeting Room

I. Agenda - Council Meeting

II. Progress Report / Work Group Reports

III. Problems / Solutions

   A. Hampden County Industry Education Labor Council

   B. Connecticut State Procedures

   C. Solicitation of Resources - Massachusetts

   D. Funding / Refunding

IV. Future Activities

V. Final Report

VI. Other

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MINUTES

Steering Committee Meeting

September 22, 1977

Present: Dr. Daniel McLaughlin, LaRoy Brown, Nick Heldreth, Argelia Hermenet, Thomas Johnson, Dr. Thomas McClain, Pete Quinby, Joseph Uehlein, Lauren Stachelec (representing Nikolai Savenko), Richard Labrie, Carl Sahi.

Guests: Lindsay Campbell, James Mahoney, Ed Sillari

The meeting was called to order at 5:00 p.m. by Richard Labrie

I. The agenda for the full Council meeting (to take place at 7:00 p.m.) was reviewed and approved by the members.

II. Richard Labrie discussed the tasks and programs, derived from the work group reports, that are expected to be implemented in the near future:
   A. Identification and assessment of the educational training resources of the region (both in-school and out-of-school resources).
   B. Development of a Community Resource Directory outlining the career education resources (e.g. films, guest speakers, plant tours, company scholarships, etc.) available in the region for classroom use.
   C. A regional assessment of manpower needs in the region (DES figures are inaccurate) and a method for up-dating this assessment.
   D. The development of an occupational information system, based on (C) for classroom use. The Committee approved the continued discussions with the Massachusetts Occupational Information System to assess its application to the Hartford area.
   E. Community Forums and workshops on career education and manpower planning.

III. Problems/Solutions
   A. Hampden County Industry-Education Labor Council. Labrie reported the progress to date, and the problems that exist with the Hampden County Industry-Education Labor Council (HCIELC). Labrie informed the Committee of the negotiations

that have taken place with Norman Halls, Director of the HCIELC. It was suggested that if the negotiations between the directors was not "fruitful" then the Steering Committee would send representatives to meet with the Advisory Board of the HCIELC. to iron out the problems that exist.

B. Connecticut State Procedures

The problems that the Council are experiencing with the state of Connecticut, in reference to state procedures for payments were discussed. (see attached letter addressed to James Mahoney). Council incorporation was discussed. The Committee directed Labrie to provide more data and information with regards to incorporation at the next scheduled meeting.

C. Solicitation of Resources - Massachusetts

Because the Council's headquarters are located in Connecticut, the Council is ineligible to recieve or use various resources in Massachusetts. (such as CETA manpower resources). To remedy this problem, the Committee suggested the possibilities of the Gouncil establishing a residence in Massaehusetts also. Labrie will attempt to identify such an address and report back to the Committee.

D. Funding/Refunding

Labrie informed the Members:

1. of a possible extention of the first project period by two months, so that the Council will be able to spend the remaining funds designated for the first project period. (see budget summary)
2. fo the assurance by A.A.C.J.C. and the Department of Labor that the Council will be refunded for a second year at no lese than the current allocation.

E. Other

Labrie suggested to the Committee serval possible relationships with the CETA Prime Sponsors (see discussion paper). The Committee directed Labrie to continue discussions with the Prime Sponsors in this area.

The meeting was adjourned at 6:15 p.m.

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

EDUCATION-WORK COUNCIL MEETING
September 21, 1977
Springfield Marriott Hotel

Richard G. Labrie
Director

STEERING COMMITTEE

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Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
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Congressman Moffett's Office

homas McClain
ecutive Director
mmonwealth Colloquium

Quimby
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r Public Schools

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County
Consortium

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Council

AGENDA

6:00 *Hospitality Hour - Slide Tape Showing concurrently*
Springfield East

7:00 *Dinner*
Springfield West

8:00 *General Meeting*
Welcome/Introductions
Daniel R. McLaughlin, Co-Chairman
President, Asnuntuck Community College

8:05 *Address*
Frank D. Santaguida, Commissioner
Connecticut Department of Labor
(representing Governor Grasso)

8:20 *Address*
Paul Parks, Secretary
Educational Affairs - Massachusetts
(representing Governor Dukakis)

8:35 *Keynote Address*
Lindsay Campbell, Chief Liaison Officer
Employment and Training Administration (ETA)
U.S. Department of Labor
(representing Robert Tagart)

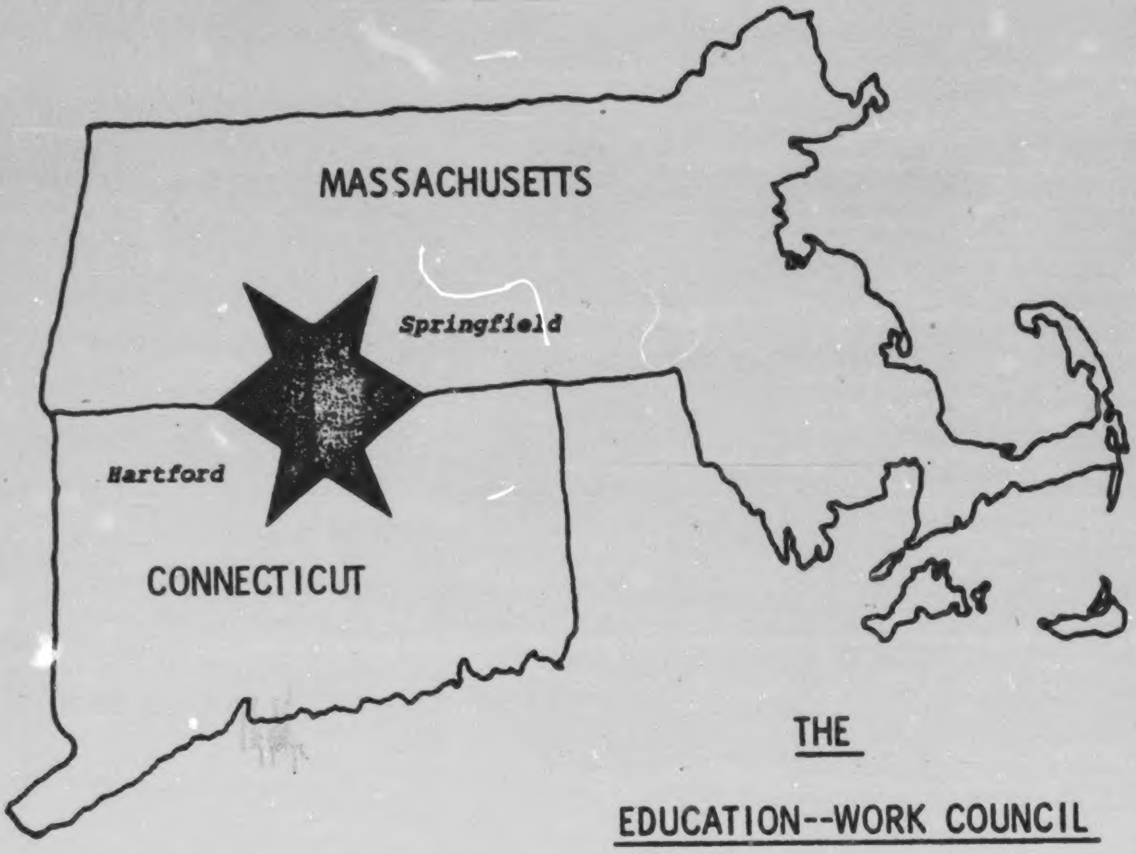
9:00 *Progress Report and Future Activities*
Richard G. Labrie

9:15 *Award Presentations by:*
Commissioner Frank Santaguida
Secretary Paul Parks
John J. Healy
Daniel R. McLaughlin

9:30 *Summary Remarks*
James R. Mahoney, Project Officer
Education-Work Council Project
American Association of Community and Junior Colleges

9:45 *Discussion Period*

10:00 *Press Conference*
Hampden East


MASSACHUSETTS
Springfield
Hartford
CONNECTICUT

THE

EDUCATION--WORK COUNCIL

EVALUATION REPORT # 2

Period: February 15 - September 30, 1977

ASNUNTUCK COMMUNITY COLLEGE
P. O. BOX 68
ENFIELD, CONNECTICUT 06082
TEL. (203) 623-3441

EVALUATION REPORT #2

FINAL EVALUATION

Period: February 15 - September 30, 1977

Submitted to: James R. Mahoney
Project Administrator
American Association of
Community and Junior
Colleges

By: Richard G. Labrie
Director
Education-Work Council

Richard A. Sockol
Evaluator

Date: September 30, 1977

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THE EDUCATION-WORK COUNCIL
FINAL EVALUATION REPORT

CAPSULE SUMMARY AND RECOMMENDATIONS:

Among the issues this final evaluation report has attempted to address are:

1.) The Collaborative Process

2.) Goals and Objectives

3.) Level of Community Involvement

4.) Organizational Structure

5.) Role of Staff

6.) Bi-State Collaboration

7.) Relationship of Education-Work Council to Outside Agencies

THE COLLABORATIVE PROCESS (pages 7-20)

This section presents a theoretical analysis of collaboration as viewed by Wirtz and McClain & Sockol. A comprehensive classification system for community education-work collaboration is introduced.

Continuing with a practical approach, the Education-Work Council accomplishments are identified and future collaborative relationships are examined.

A major finding of this section is that the Council must expand and further localize its boundaries to include the implementor and recipients of proposed services.

RECOMMENDATION 1 states:

> For purposes of developing a lasting Community-Education Partnership and for further localizing collaborative efforts to those who will implement specific plans of

> action in community institutions, "Community Implementation Councils" composed of teachers, guidance counselors, administrators, parents, and/or students should be established. Such councils should be established in three schools initially and should be reported on prior to further action. In accordance with the spirit of collaboration, a staff member or professional consultant will act as a facilitator for each meeting and report his/her finding back to the larger Education-Work Council.

GOALS AND OBJECTIVES (pages 20-25)

Utilizing both Wirtz' concept of collaboration and the McClain & Sockol classification system, the Education-Work Council is analyzed from a practical and realistic viewpoint.

The major conclusion of this section is that present objectives appear to be too long range. Some Council members perceive themselves as too far away from directly impacting upon the success of the innovation.

RECOMMENDATION 2 states:

> In accordance with Recommendation 1, "community implementation councils" (or already existing representative local groups) should be consulted for purposes of establishing an effective community/school partnership program. Such a partnership will emphasize the establishment of local student and/or staff development programs. More global administrative/policy concerns should be addressed, however not to the complete exclusion of local short-term projects.

LEVEL OF COMMUNITY INVOLVEMENT (pages 25-30)

It is shown, through this section that Recommendations 1 and 2 of the first evaluation report have been adequately addressed. The issue of increased organized labor involvement is no longer relevant; however, the issue of bi-state collaboration remains unstable, regarding the relationship the Council has with The Hampden County Industrial Education Council. A new concern, that of minority involvement is addressed. (More relevant information on bi-state barriers and probable strategies is found in Section 6.)

RECOMMENDATION 3 states:

> The Education-Work Council should "back off" from attempting to solicit further cooperation from The Hampden County Industrial Education Council. It should, however, actively keep the officers of the organization informed about Council activities. (See Section 6, Recommendations 8A-8I, for further ways to break down barriers to bi-state collaboration.)

RECOMMENDATION 4 states:

> The Education-Work Council should capitalize on its favorable relationships with the Urban Leagues of Springfield and Hartford to encourage their involvement in increasing black representation on the Council. Additionally, firmer ties should be developed with Hispanic organizations for purposes of encouraging increased Hispanic representation on the Council.

ORGANIZATIONAL STRUCTURE (pages 30-33)

Through an organizational classification design based upon the relationship between formalized structure and organizational characteristics, the Education-Work Council is identified as a "restricted unit within a larger institution."

Recognition is made of the fact that the Council has successfully addressed Recommendations 3 and 4 of the first evaluation report. The Trilateral Council has merged with the Steering Committee; however, the Council has temporarily decided to wait before filing papers of incorporation.

Because the full strength of the Council can not be realized until such time as when it becomes free of restrictive fiscal procedures placed upon it by the State of Connecticut, RECOMMENDATION 5 states:

> The Education-Work Council should file for papers of intent to establish a nonprofit corporation as soon as possible. Negative implications regarding informality, political alliances, and eventual solicitation for financial support are outweighed by the restrictions presently placed upon the fiscal authority of the Education-Work Council by the State of Connecticut.

ROLE OF STAFF (pages 34-36)

Two recommendations basically summarize this section. They are:

RECOMMENDATION 6:

> For purposes of placing a greater emphasis on individual and group contact, the director will devote up to 75% of his time on matters pertaining directly to individual and group communications between the Council members and himself.

RECOMMENDATION 7:

> Essential staff support shall be provided to the director by October 15, 1977. Such staff support could utilize alternative work patterns or staff roles.

BI-STATE COLLABORATION (pages 36-39)

Becasue of the nature of the region and the dependency each part has upon the other, Bi-State Collaboration is an economic necessity for the survival of the region. It is important, however, that specific programs be developed and implemented for purposes of breaking down barriers that inhibit collaboration.

A series of nine recommendations (8A-8I) suggest some probable solutions.

RELATIONSHIP OF EDUCATION-WORK COUNCIL TO OUTSIDE AGENCIES (pages 39-44)

The relationship that exists between the Education-Work Council and its prime contractor, the American Association for Community and Junior Colleges, has been excellent. Relationships with other federal level and national agencies have been informal and informative. Two areas of importance are identified. The more urgent of the two affects the AACJC as it considers an extension of the first contract period. The second relates to the role the Education-Work Council assumes with regard to CETA prime sponsors.

RECOMMENDATION 9 states:

> The American Association for Community and Junior Colleges should support and seek approval for the September 15 request of the Education-Work Council regarding an extension of the first project period, so that monies withheld by the State of Connecticut can be utilized effectively.

RECOMMENDATION 10 states:

> Based upon the CETA discussion paper of September 21, the Education-Work Council should actively assume at least one (if not more) of the roles identified in paragraphs (a)-(f).

THE EDUCATION-WORK COUNCIL
FINAL EVALUATION REPORT

INTRODUCTION:

This report will serve as the second in a series of two evaluatory statements concerning the on-going functioning of the Education-Work Council serving the Greater Hartford, Connecticut/ Springfield, Massachusetts region.

While the original contract called for three evaluation statements during the initial funding period, it was jointly decided that two reports would adequately satisfy the growth needs of the Council.

Among the issues this final evaluation report has attempted to address are:

1.) The Collaborative Process (see page 7)

2.) Goals and Objectives (see page 20)

3.) Level of Community Involvement (see page 25)

4.) Organizational Structure (see page 30)

5.) Role of Staff (see page 34)

6.) Bi-State Collaboration (see page 36)

7.) Relationship of Education-Work Council to Outside Agencies (see page 39)

For immediate access to information, please refer to the appropriate page identified above.

SECTION 1
THE COLLABORATIVE PROCESS

"In the situation where collaboration takes place, there are differing points of view but common interest. We recognize that we have different values; and, in maintaining our sense of values, we work for them. It is a give-and-take philosophy. We must not be blind to other points of view."

A Business Leader

"It is through honest differences in opinions that we come to sound conclusions and correct judgements."

A Labor Leader

"If something will happen in the community, it is the community that will do it."

A Government-Education Leader

A THEORETICAL ANALYSIS

As viewed by Wirtz:

In his book, The Boundless Resource, Willard Wirtz sets forth a proposal for the establishment of Community Education-Work Councils which will "ferry people and ideas across the gap between education and employment and at the same time infuse the coming-of-age process with knowledge and experience available from the broader community." He continues, "But the case for something of this nature -- of a new institution that would take the transition from youth to adulthood, from education to work, as its particular responsibility — will ultimately depend more on experience than on logic...."[1]

---

[1] Wirtz, Willard, The Boundless Resource, New Republic Books, 1975, pages 65-66.

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According to Paul Barton, senior consultant to the National Manpower Institute and associate to Wirtz, a collaborative process is identified as:

> "1.) being an organized activity with an agreed upon policy for its conduct
> 2.) the participation of representatives of education, business, labor, parents, the voluntary and service sector, the public, students... or at least a sufficient number of the above to provide the expectation of significant achievement
> 3.) an involvement in the improvement of the transition arrangements rather than the rest of the group being "advisory" to any one of the represented institutions or sectors
> 4.) the development, or working on the development of substantive actions, a prioriting of the items on the agenda, and planning towards actually carrying out the agenda."[2]

Both Wirtz and Barton emphasize the absolute importance of a process which encourages a strong communicative component among influential community members. The strength of Wirtz's proposal seems to rest upon the assumption that once the Council is established, it should have relatively little difficulty in assuming an effective role in the community. In fact, Wirtz clarifies his proposal by stating "that without assumption by the wider community of some of the responsibilities involved, the efforts of enlightened leadership within the narrower school and employment communitites will be inevitably ineffective."[3]

Many interesting programs and delivery systems are mentioned, however, as Wirtz wisely stats, "It remains to recognize the questions that inhere in any suggestion for setting up a new institution. Who does it? How is it financed? What is its authority? What is its relationship to the established institutions? Won't this be just one more committee when there are already too many? Where will it get its staying power when the novelty of it wears off? Wouldn't it be better to try to work within the present school and governmental systems?"[4]

---

[2] Barton, Paul W., National Manpower Institute, Community Councils and the Transition Between Education and Work, October, 1976, page

[3] The Boundless Resource, page 76.

The answers to these questions are not effectively outlined (nor are they intended to be) in Wirtz's book. Perhaps providing a foundation upon which the above questions can be analyzed, a recent publication by McClain & Sockol of the Institute for Governmental Services at the University of Massachusetts presents a comprehensive classification system for community education-work collaboration.[5]

As viewed by McClain & Sockol:

As do Wirtz and Barton, McClain & Sockol emphasize that there is no "one best way" to organize and develop an education-work linkage. However, as a result of a study of 12 Massachusetts education-work linkages, the authors do provide a comprehensive classification system which categorizes education-work collaboration into five major dimensions. These include:

1.) Purpose: What general goals do people expect to accomplish through the establishment of education-work collaboratives?

2.) Program Objectives: What specific plans of actions do communities anticipate undertaking?

---

[4] Ibid, page 75.

[5] McClain, Thomas and Sockol, Richard, Community Education-Work Collaboration: A Massachusetts Perspective, 1977 (in print).

3.) Process: What is the role of the organization? What emphasis is placed upon the exchange of ideas or the degree of services rendered through collaborative efforts?

4.) Organizational Structure: In what way does the structure of an organization impact upon its overall effectiveness in initiating education-work programs?

5.) Community Involvement: What level of community input is desirable?

The above dimensions are further broken down into subsets of characteristics. These additional elements shall be discussed at appropriate and relevant times throughout this evaluation report.

Why such a heavy slant towards the theoretical? Simply becasue much has been written recently regarding the concept of collaboration; however, most of the publications do not provide a sound concept of foundation. Through the use of the above documents, the evaluator hopes to provide a framework through which this evaluation and its recommendations may be viewed and understood.

A PRACTICAL APPROACH: THE COLLABORATIVE PROCESS AS IT AFFECTS THE EDUCATION-WORK COUNCIL

When analyzing the extent to which collaboration has been achieved in the Greater Hartford/Springfield region, it is important to consider two distinct phases of activities. Phase 1, which extended from February 15 - September 15, 1977, was the planning and organizational phase. As we will see in a moment, this stage neatly corresponds to the components outlined in the Barton definition.

Phase 2 will be the implementation phase. During this stage of the project, programs identified and prioritized by Council members will be directly acted upon. McClain & Sockol provide a framework through which this can be understood.

Phase 1: Planning and Organizational Stage

During this phase, seven important steps were taken to insure the successful accomplishment of developing an Education-Work Council, as mandated by the contract with the American Association for Commuity and Junior Colleges (AACJC). These steps are:

1.) The establishment of a core group of dedicated and committed individuals (the Trilateral group) who basically spearheaded the initial phase of the project. As a low profile, participative group, the Trilateral achieved legitimacy without alienating each other in the process. In so doing, a cohesive group with a remarkable leadership style was formed. Evidence of this leadership is demonstrated by the following factors:

   a) SELF-OBJECTIVITY: Has a realistic view of his/her own assets and liabilities and can effectively evaluate his/her own performance and abilities

   b) BEHAVIOR-FLEXIBILITY: Adjusts his/her course of action or modifies his/her point of view to changing conditions to take advantage of additional facts and new interpretations.

c) ENERGY: Continuously sustains a high level of activity.

d) INITIATIVE: Is active in starting new action, introducing new directions, and setting in motion thoughts or actions toward achievement of objectives

e) PERSONAL IMPACT: Demonstrates the ability to work well with people; is tactful and is accepted by others; reflects a good sense of humor

f) FORCEFULNESS/CONVICTION: Persistently pursues a course of action towards goals he/she judges to be important for the organization; demonstrates personal conviction

g) DECISION-MAKING: Makes decisions when they are required; the decisions made are of high quality

h) MOTIVATING OTHERS: Assumes responsibility for producing quality results through other people without arousing undue resentment.

2.) The establishment of a collaborative body of individuals representing a wide diversity of professions. This body, the Education-Work Council, was formed as a community organization and not as a political or legislative body. Originally comprised of 64 individuals, the group has grown to 86 members. Membership expansion has affected all component parts, including labor, business, government, and education.

3.) The structuring of an organization which encourages a high level of interaction among members of the Council. This is evidenced by four major components. They are:

   a) THE EDUCATION-WORK COUNCIL: Provides each member with an opportunity to share information with the entire membership during a single meeting time

   b) THE STEERING COMMITTEE: Acts as a catalyst to keep the momentum going in the full Council and in the work groups

   c) THE WORK GROUPS: Serve as subgroups of the full Council and provides members with the opportunity to work on specific topics of interest to them

   d) THE STAFF: Facilitates and coordinates the activities of the Council. Because of the other commitments Council members have, it becomes essential for the director and his staff to assume a larger role in the actual follow-up activities.

4.) The development and prioritizing of specific goals which the Council would seek to achieve. Among these are:

   a) ESTABLISH FREQUENT COMMUNICATION AMONG A DIVERSE GROUP OF COMMUNITY REPRESENTATIVES.

b) IDENTIFY TRAINING RESOURCES IN THE REGION

c) DEVELOP ON-GOING NEEDS ASSESSMENT

d) DEVELOP SPECIFIC EDUCATIONAL OR TRAINING PROGRAMS TO MEET THE ABOVE NEEDS

e) PROVIDE MORE RELEVANT CAREER GUIDANCE AND COUNSELING

f) PROMOTE YOUTH EMPLOYMENT AND TRAINING AND ADULT RE-TRAINING

(A detailed listing of the goals and objectives are found in Exhibit 1 on the following pages).

5.) The identification of specific plans of action needed to accomplish the above goals and objectives.

6.) The expansion of the Trilateral group to fully include the remaining members of the Steering Committee. Through this act of consolidation, a more active and participative guiding body is anticipated.

7.) The publication and circulation of a newsletter to keep the members informed on local, state, and national activities related to issues affecting the youth transition. In conjunction with the newsletter approach, minutes of Council events and meetings are also forwarded to members.

Page 1 of 3

THE EDUCATION-WORK COUNCIL'S GOALS AND OBJECTIVES

Statement

Goal 1. Establish frequent communication and committment among the representatives of business, industry, labor, education, state and local governments, to promote and facilitate meaningful cooperation and collaboration.

Prioritized Objectives

a. Foster open communication and collaboration among education and the business/labor sectors.
b. Develop a shared vocabulary.
c. Develop and sponsor community forums on specified subject areas.
d. Clearinghouse to gather and disseminate information.
e. Publication of the minutes from each of the work group meetings.
f. Explore future funding for the Education-Work Council.

Statement

Goal 2. Identify and assess the educational training resources of the region and the factors that effect them.

Prioritized Objectives

a. Inventory and evaluate existing and potential education facilities and programs.

   1. Public secondary schools
   2. Relevant post-secondary schools
   3. Proprietary schools
   4. Industrial
   5. Labor training resources
   6. CETA funded programs
   7. Private programs and agencies

b. Indentify federal, state, and local educational programs.
c. Collate existing studies of the Education-Work process.
d. Formulate a master reference booklet combining all educational and training resources in the Greater Hartford/Springfield area. The booklet should be updated every three to five years.
e. Analyze laws, practices, and regulations that promote or constrain the transition from education to work to education as a continual process.
f. Identify and assess the school to work problems such as attitudes, habits, and expectations of employers and employees.

   1. More incentives in the schools to promote youth interest and involvemnt in their personal academic program.

   2. Motivate youths to accept their responsibilities.

Statement

Goal 3. Develop an on-going needs assessment of the labor and skill requirements of the local business and industry and provide local occupational and career outlook information.

Prioritized Objectives

- a. Compile existing manpower needs information, synthesize and disseminate information.
  - 1. Have local industry verify manpower data.
- b. Conduct an assessment of the imbalance between the employment opportunities and the needs of the Hartford, Connecticut/Springfield, Massachusetts area.
- c. Workshops on Manpower training for business and labor.

Statement

Goal 4. To develop and/or adapt specific educational and training programs to meet the identified needs of the area.

Prioritized Objectives

- a. Identify present and possible models of educational and training delivery systems.
  - 1. Conduct a survey of current models (particulary ones funded through CETA).
  - 2. Examine delivery systems used by other Education-Work Councils.
- b. Revised current educational programs to more adequately meet the needs of local business and labor.
- c. Initiate pilot projects as needed.
- d. Development of training and retraining programs to meet the labor needs of the area.
- e. Develop advisory committees to work with each training program to insure that the training is relevant and meets industrial or business standards.

Statement

Goal 5. Provide more relevant career guidance and counseling from both in-school staff and community resource people through in-service and other means.

Prioritized Objectives

- a. Promote means for bringing school counselors and teachers and industry personnel together to discuss needs of students and industry.
- b. Training guidance counselors to educate and involve them in the real world, and teachers in actual work place situations.

EXHIBIT 1
Page 3 of 3

c. Student awareness programs - learn, practice, and then on-the-job work experience.

   1. Determination of students' occupational career interests.

   2. Provide direct counseling to students regarding occupational opportunities.

   3. Stress to area schools that all graduating seniors should have work experiences.

   4. Develop specific programs for parents to provide better information for helping youths make decisions.*

   5. Contact and work in cooperation with the Counselors' Professional Organizations.

d. Sell the concept that blue-collar jobs are not less dignified than white-collar occupations ("All work is meaningful.")

e. Develop a resource bank/directory of community resource persons for classroom use.

   1. Offer an audio visual program to share with area schools.

Statement

Goal 6. Promote youth employment and training and adult retraining for realistic career choices.

Prioritized Objectives

a. Establish and coordinate a youth employment office.

   1. Make an inventory of the skills of individuals entering or reentering the labor market.

   2. Prepare an on-going short term needs assessment of the area businesses and industries.

b. Sponsoring experience exchange programs between the students and workers and educators and workers.

Phase 2: Implementation Stage

Particularly germane to this segment is the Process Dimension of McClain & Sockol classification system. Fundamentally, the "Process Dimension" identifies four major roles a Council might assume based upon the relationship between communication and service delivery processes. Accordingly, an organization which demonstrates a strong emphasis on encouraging an open dialogue and effective exchange of information between the worlds of education and work has a communicative process. On the other hand, direction might focus upon the development of specific services which are needed by the population and area being served. This type of an organization emphasizes a service delivery process. An organization which places equal emphasis on both communicative and service delivery processes is defined as having an integrative process. The organization which has difficulty reaching either level has a casual process.

Using this conceptual framework, it is clear that the Education-Work Council emphasized a communicative process during Phase 1. With the advent of Phase 2, and a clearer recognition of the need to provide specific services, the Council is moving towards an integrative process. Clearly, its service delivery process must not outweigh the value of its communicative process during the implementation stage.

As presently envisioned, Phase 2 or the implementation stage will include, but not be limited to the following:

1.) Redefinition of function of Work Groups to focus more on attainment of specific plans of action as opposed to concentrating on development of prioritized goals and objectives. (See Exhibit 2 , page 16A-16B)

2.) Development of an effective bi-state collaborative relationship in the Hartford/Springfield region. Support from the governors of each state has been received. However, efforts to bridge the gap between the Hampden County Industrial Education Council and the Education-Work Council have stalled. (See Exhibit 3, pages 16C-16E). A more in-depth discussion of this bi-state relationship is found on page 36.

3.) Initiation of steps leading to non-profit corporate status. While such steps could provide for increased recognition, improved lines of communication, financial independence and improved leadership capability, some members of the Council have legitimate concerns for not incorporating immediately. (See Exhibit 4, pages 16F-16G). A more in-depth discussion of this question of incorporation is found on page 33.

4.) Solicitation of both personal and financial support from Council members regarding implementation of specific objectives. This might include a significant statement of support regarding actual implementation of an occupational information system or might refer to actual financial support for needed components of a system that might make such an occupational information service viable.

Exhibit 2

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

Richard G. Labrie
Director

STEERING COMMITTEE

John J. Healy, Co-Chairman
Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Laroy Brown
Superintendent of Schools
East Granby Public Schools

Jacqueline Danzberger
Coordinator
Educational Management
Development Commission

E. C. Gustavson
Vice-President for the Northern Area
Southern New England Telephone Co.

Nick Heldreth
Manager of Manpower Development
and Training
Pratt and Whitney Aircraft

Argelia Hermenet
Member of Massachusetts Governor's
Council on Vocational and Technical
Education

Thomas Johnson
District Coordinator
Congressman Moffett's Office

Thomas McClain
Executive Director
Commonwealth Colloquium

Peter Quinby
Director of Secondary Education
Windsor Public Schools

Nikolai Savenko
Area Manpower Administrator
Hampden County
Manpower Consortium

Henry Thomas
Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

September 15, 1977

Mr. James R. Mahoney, Project Director
Education-Work Council Program
American Association of Community and Junior Colleges
1 Dupont Circle, Suite 410
Washington, D.C. 20036

Dear Jim,

On September 8, the Education-Work Council (Asnuntuck Community College) received permission from the State of Connecticut to enter agreement with Technical Education Research Centers, Inc., a non-profit educational consulting firm. Since it has taken over six months of negotiating and submitting requests to finally receive approval, it is the intent of the council to pay all of its consultants through this contract. The following problems, though, do exist:

1) The term of the TERC agreement is Feb. 15 - Oct. 15, 1977. Therefore, unless the agreement term is extended or a new agreement written no payments can be made after October 15. It is impossible that the amount of work identified by the Council can be accomplished by that date. A change or a new agreement may take months for approval; again limiting our ability to commit funds after October 15.

2) Since the Council has been unable to contract for services and technical assistance, a number of activities remain uncompleted. It is impossible to complete contractual negotiations and also to complete the scope of work prior to October 15. Because these activities are imperative to the continued success of the Council, it is necessary that: 1) the first project period be extended by at least two months or 2) the project be allowed to carry over unexpended balances to the second project period without detracting from the maximum allowable allocation.

The tasks which we expect to complete in the proposed extension are:

1) Identification and assessment of the educational training resources of the region (both in-school and out of school resources).

SERVING THE HARTFORD, CONNECTICUT – SPRINGFIELD, MASSACHUSETTS AREA

Exhibit 2

2) Development of a Community Resource Directory outlining the career education resources (e.g. films, guest speakers, plant tours, company scholarships, etc.) available in the region for classroom use.

3) A regional assessment of manpower needs in the region (DES figures are inaccurate) and a method for updating this assessment.

4) The development of an occupational information system, based on (3) for classroom use.

5) A Community Forum and workshop on manpower planning for the employers of the region.

I hope the preceeding outlines our needs. If I can be of any assistance or can answer any questions, please do not hesitate to contact me.

Respectfully,

Richard Labrie
Director

Exhibit 3

HAMPDEN COUNTY
INDUSTRY-EDUCATION COUNCIL
170 Wilbraham Road, Springfield, Massachusetts 01109 737-5331 - Ext. 246

September 21, 1977

Mr. Richard G. Labrie, Director
Enfield Education-Work Council
P.O. Box 68
Enfield, CT 06082

Dear Mr. Labrie:

I am writing in reference to your letter dated September 9, 1977, which requested that the Hampden County Industry-Education-Labor Council, Inc. to become a fiscal agent and a recipient of funds, for the Enfield Education-Work Council.

Since 1973, the Hampden County Industry-Education-Labor Council has become a "clearing house of information" for business, industry, labor and education. The information provides: (1) improvement in curriculum; (2) improvement of teaching; (3) programs industry could develop to strengthen school instruction through the effective use of personnel, materials and facilities possessed by business and industry and; (4) programs for industry in various areas.

The Executive Committee met and contacted many school systems in reference to your request and feels that the Hampden County Industry-Education-Labor Council should remain a separate entity.

The Hampden County Industry-Education-Labor Council would gladly confer with the Enfield Education-Work Council from time to time, to assist in any way we can to develop a viable council in Enfield.

One point that must be understood and emphasized, is that of duplication. Duplication of effort, funding resources, contacts to school systems, industry and associations is very delicate. Many places do not like a number of people contacting them. This is why HCIELC has become a "clearing house".

I look forward to hearing from you.

Sincerely,

Norman Halls

Norman T. Halls
Co-Executive Director

cc:Executive Committee

Exhibit 3

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

Richard G. Labrie
Director

STEERING COMMITTEE

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Sr. Vice President
LEGO Systems, Inc.

Daniel R. McLaughlin, Co-Chairman
President
Asnuntuck Community College

Leroy Brown
Superintendent of Schools
East Granby Public Schools

Jacqueline Dantzberger
Coordinator
Educational Management
Development Commission

E. C. Gustavson
Vice-President for the Northern Area
Southern New England Telephone Co.

Nick Hellreth
Manager of Manpower Development
and Training
Pratt and Whitney Aircraft

Angelo [illegible]
Member of Massachusetts Governor's
Council on Vocational and Technical
Education

Thomas Johnson
District Coordinator
Congressman Moffett's Office

Thomas McC[illegible]
Executive Director
Commonwealth Colloquium

Peter Quimby
Director of Secondary Education
Windsor Public Schools

Nikolai Sav[illegible]
Area Manpower Administrator
Hampden [illegible]
Manpower [illegible]ium

Henry Thomas
Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

September 9, 1977

Norm Halls, Co-Executive Director
Hampden County Industry Education Labor Council
1353 Plumtree Road
Springfield, Mass.

Dear Norm:

The following letter will serve as a follow-up to our discussion of September 8 with regards to collaboration between the HCIELC and the Education-Work Council. As I mentioned one of the primary concerns of the Education-Work Council is to treat the Springfield-Hartford area as one economic unit in terms of manpower planning and employment training. This is based upon recent studies which indicate the employment traffic across the state line.

Therefore, based upon the current agenda of the Education-Work Council I suggest for your consideration the following collaborative relationship:

1.) Since the Education-Work Council will be working both in Hartford and Springfield, it is very likely that the Council will be soliciting support for its activities in Massachusetts. The Council will therefore need to develop a residential address and identify a fiscal agent in Massachusetts to serve as the recipient of funds. I therefore suggest that the HCIELC and the Education-Work Council develop a formal relationship to allow for the above.

2.) Furthermore, in order to avoid duplication of past and current activities of the HCIELC it is suggested that the Education-Work Council and the HCIELC coordinate these activities where duplication exists and where appropriate expenses and costs could be shared.

3.) Furthermore, a collaborative effort in public relations, fund raising and program development could benefit both the HCIELC and the Education-Work Council. Each organization has a number of contacts which could be invaluable.

Exhibit 3

4.) Other, as may be appropriate to the agenda of the HCIELC or the Education-Work Council.

As we discussed, the Education-Work Council recognizes that a number of agencies, organizations, councils, etc. currently exist in the Western Mass. - North Central Conn. area which have overlapping responsibilities in education-work related issues. It is not the intent of the Council to duplicate these organizations but to:

--establish a collaborative relationship with them . . .

--act as a catalyst in identifying education-work related problems common to the Springfield-Hartford area . . .

--develop and implement collaborative action-plans to meet the above identified needs.

If I can be of any assistance or can answer any questions with regards to the Education-Work Council or its current and future activities, please do not hesitate to contact me. I look forward to the establishment of a relationship of mutual benefit.

Respectfully,

Rich Labrie

Richard G. Labrie
Director

b.c.c. Steering Committee
RL:ps

Exhibit 4

EDUCATION-WORK COUNCIL

P.O. Box 68 - Enfield, Connecticut 06082 - Tel. (203) 623-3441

Richard G. Labrie
Director

STEERING COMMITTEE

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Hampden County
Manpower Consortium

Henry Thomas
Executive Director
Springfield Urban League

Joseph Uehlein
Administrative Aide
Conn. State Labor Council

August 24, 1977

Mr. James R. Mahoney
Project Director
American Association of Community
and Junior Colleges
One Dupont Circle, N.W. Suite 410
Washington, D. C. 20036

Dear Jim:

One of the primary reasons for not immediately incorporating an Education-Work Council is that if it is done too early it may destroy the informality of the organization. To incorporate you must write a charter, elect officers, maintain separate fiscal records, etc. Each of these takes time away from the collaboration and communication more easily promoted through an informal atmosphere.

Also, when incorporated, the Council has responsibility for its own continuance and the continued employment of its staff. Without incorporation the Council exists to serve the members and does not allign itself politically to maintain its existance.

Another reason is that by incorporating too early, it is a sign of eventual solicitation of support from the membership. If this occurs before the Council has had time for significant accomplishment, support and participation may decrease. Whereas if there are significant accomplishments and the Council is in danger of losing its funding, the membership may "rally round the flag" to support it.

Solicitation from the business sector must be handled very diplomatically.

In our case, the decision to incorporate must come from the Steering Committee. I am sure that they will support this move but not until the Council has made significant progress towards goal and objective attainment.

SERVING THE HARTFORD, CONNECTICUT – SPRINGFIELD, MASSACHUSETTS AREA

Exhibit 4

Mr. James R. Mahoney
August 24, 1977
Page 2

I hope the foregoing gives you a little insight into the conversations and collaboration of our membership with regards to the subject on Council incorporation.

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Richard G Labrie

Richard G. Labrie
Director

RGL/mp

A Word of Caution:

As with any organization, the actual implementation of collaborative efforts can be abused. There are, of course, those cases where collaboration fails simply because no one is interested in making it work. However, there is the other extreme which Irving L. Janis, in his book entitled Victims of Groupthink, cautions us to be aware of. Primarily a psychological study of foreign policy decisions and fiascos, "groupthink" is a condition which is characterized by a very cohesive group which is insulated, in its decisionmaking process, from the judgements of qualified associates. As such a group becomes more insulated, tendancies for groupthink increase. Additionally, the more actively a leader of a cohesive group promotes his/her own preferred decision, the greater are the chances of groupthink. Eight major symptoms of groupthink are:

1.) an illusion of invulnerability;
2.) collective efforts to rationalize in order to discount warnings;
3.) an unquestioned belief in the groups inherent morality;
4.) stereotyped views of opposing leaders as too evil to warrant genuine attempts to negotiate;
5.) direct pressure on any member who expresses strong arguments against any of the groups stereotypes;
6.) self-censorship of deviations from the apparent group consensus;
7.) a shared illusion of unanimity concerning judgements conforming to the majority view;
8.) the emergence of self-appointed mindguards - members who protect the group from adverse information that might shatter their shared complacency.

While this cursory view of the "groupthink" concept is not meant to belittle the present collaborative status of the Education-Work Council or other such community efforts, it is meant to caution individuals who plan to serve on such a group that "collaboration" or sharing for the betterment of the community must be just that. If such a group seeks to establish itself as the "one best way" to solve problems in the community, and in so doing, isolates itself from the wider community, opportunities for failure are possible.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

During Phase 1, the organizational stage of the Council, priorities were such that it was important to include high level representatives of diverse occupational fields in the deliberations of the Council. This was so because the initial focus of the Council was to effect global administrative and policy concerns as opposed to immediately concentrating on programs that would directly impact the community. In fact, the actual recruitment of early members was not solely based upon institutional status but rather upon such additional factors as past involvement in community affairs, ability to engender support from key officials in his/her professional sphere and ability to influence other individuals through his/her actions. During the planning and organizational stage of development, it was absolutely important for the success of the effort to receive support and legitimation from these sources. Their continued support during Phase 2, the implementation stage, is also imperative.

Also important during the implementation stage, however, is to effect and encourage the participation of major resources who will either be the implementors of or the recipients of the plan. By this I mean the teachers, guidance counselors, and administrators of the school districts within the region being served by the Education-Work Council.

In the same vain, it is also crucial to involve students in the collaborative process. Additionally, the group which ultimately foots the bill for educational services, namely the taxpayer and parent, must also be included.

Stated more simply, to develop a lasting Community-Education Partnership, the Education-Work Council must begin to further localize its efforts and must begin to expand its collaborative processes to include those individuals in the community who will either be directing, receiving, or paying for services which will be of mutual benefit to the community. More global issues must continually be addressed; however, local action projects must be initiated and legitimized by those who will implement the actions.

RECOMMENDATION 1:

For purposes of developing a lasting Community-Education Partnership and for further localizing collaborative efforts to those who will implement specific plans of action in community institutions, "Community Implementation Councils" composed of teachers, guidance counselors, administrators, parents and/or students should be established. Such Councils should be established in three schools initially and should be reported on prior to further action. In accordance with the spirit of collaboration, a staff member or professional consultant will act as a facilitator for each meeting and report his/her findings back to the larger Education-Work Council.

To be effective in implementing programs, it is imperative to involve the implementors in the planning process as well. The Council can only influence. It cannot make people do things. It is not an authoritative body. To ensure reasonable and effective programming, local support at the paticipating school is necessary.

Where effective representative community bodies exist, it is not necessary to develop an additional community forum. Also, just as the organizational stage of the Council encouraged volunteer participation, so too must the development of "Community Implementation Councils."

SECTION 2
GOALS AND OBJECTIVES

> "If the Work Council did nothing more than to gather all the data relating to programs which are in effect or are available to the communities within the Work Council area and disseminated this information to the proper people within these communities, I feel it would be a major achievement for the Council."
>
> A Business Leader

> "The Work Council should work towards changing the image of four year trade programs.... A person should be proud to say, "I am a four year high school graduate and am a full fledged machinist."
>
> A Labor Leader

> "The group must get an identity. It must get tasks done.... The projects it supports must have visibility and must serve a public need."
>
> An Educator

A THEORETICAL APPROACH:

In his book, Wirtz sets forth five major areas where the activities of Education-Work Councils could be directed.[6] These are:

1.) Counseling - Advice
2.) Occupational Information
3.) Placement
4.) Career Education and Education Experience
5.) Education Interchanges

---

[6] Boundless Resource, pages 66-76.

Each of these major goal areas are then categorized into a variety of specific action plans which a community might desire to implement. Some of these plans, in fact, have been considered for implementation by the Education-Work Council.

A complementary way of viewing goals and objectives is offered by McClain & Sockol.[7] According to them, a central purpose for developing many education-work linkages has been the desire to implement programs which will alleviate problems that affect students during their transition from the world of learning to the world of earning. To take this analysis further, McClain & Sockol present a "Purpose Dimension" which categorizes this central purpose for education-work linkages into five subjects. These are:

1.) Research
2.) Public Awareness
3.) Student Development
4.) Staff Development
5.) Administrative/Policy Concern

Based upon a study conducted in Massachusetts, some organizations felt that their primary role should be that of gathering and compiling research data related to specific occupational and educational issues. Increasing the Public's awareness of problems that characterize the transition from youth to adulthood was important to others. The primary focus underlying the establishment of most Massachusetts linkages was that of facilitating programs which will enhance career and lifelong learning skills for students. Others felt teachers and other school staff should have a realistic understanding of the world of work. And finally, some felt that policy decisions or regulations which act as effective barriers to the development of transitional programs for youth should be addressed.

---

[7] McClain, Thomas and Sockol, Richard, Community Education-Work Collaboration: A Massachusetts Perspective, 1977, (in print).

While general goals serve a useful organizing purpose, achievable plans and objectives should also be addressed. Accordingly, McClain & Sockol, through their "Program Objective Dimension", provide an objective classification of each subset. These are:

- Research:
  - -Needs Assessment
  - -Occupational Outlook
- Public Awareness:
  - -Community Visitation Days
  - -Public Relations
  - -Community Forums
  - -Audio-Visual Presentation
  - -Newsletter
- Student Development:
  - -Career Speakers
  - -Career Day
  - -Site Visit
  - -Shadow Day
  - -Internship
  - -North Study
  - -Alternative Semester
  - -Career Resource Center
  - -Student Operated Business
  - -Contract Apprenticeship
  - -Community Resource Bank
- Staff Development:
  - -In-service Workshops
  - -Curriculum Infusion
  - -Career Guidance Institute
  - -Teacher/Administration Site Visits
  - -Community Resource Directory
- Administrative/Policy Concerns:
  - -Inter-District/State Collaboration
  - -Coordination of School and Nonschool Programs
  - -Establishment of School-Business Partnerships
  - -Counteracting Race and Sex Role Stereotyping
  - -Servicing Special Needs Populations
  - -Credentialing Licencing and Certification Procedures
  - -Statutory Restrictions

How well has the Education-Work Council fared when viewed within these parameters?

A PRACTICAL APPROACH: GOALS AND OBJECTIVES OF THE EDUCATION-WORK COUNCIL

As indicated in Section 1, Phase 1, or the planning and organizational stage, focused upon Public Awareness and Administrative/Policy Concerns.

Specific accomplishments of the Council include the development of Audio-Visual presentations and the publication of a newsletter. Additionally, the Council has focused on the issues of Inter-District/State Collaboration and the coordination of school and nonschool programs.

This is in line with the more global approach to communications outlined in Section 1. My evaluation of this progress, in relation to other organizations I have studies, is favorable. The fact that the majority of Council members supported the organizational stage signifies public assent.

Phase 2 aspirations, such as (1) identifying and assessing educational and training resources, (2) developing a community resource directory, (3) conducting a regional assessment of manpower needs, (4) developing an occupational information system, and (5) initiating community forums on manpower planning, are commendable; however, as Recommendation 1 indicates, the global perspective presently being applied to the solution of problems affecting youth must be narrowed to include specific programs which students, teachers, parents, and guidance counselors (the implementors and recipients) can appreciate and identify with.

It should be clearly recoginized that participation in Council functions during the summer was almost nonexistent. Much of the communication occurred through the direct, personal contacts of the Director. With work plans (specific plans of action) being formulated, Council members now hunger to attack some visible and achievable short term needs.

Present Phase 2 goals and objectives remain aloof, too far away from the member's ability to directly impact upon the success of the innovation. While some short-term goals are identified, perceived membership impact is relatively small.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

RECOMMENDATION 2:

In accordance with Recommendation 1, "community implementation councils" (or already existing representative local groups) should be consulted for purposes of establishing an effective community/school partnership program. Such a partnership will emphasize the establishment of local student and/or staff development programs. More global administrative/policy concerns should be addressed, however not to the complete exclusion of local short-term projects.

Such a community/school partnership could sponsor and initiate the:

1.) development of an active dialouge between
    a) teaching, guidance, and administrative personnel in schools and members of the business and labor communities
    b) students and members of the business and labor communities,
2.) initiation of staff development programs consisting of in-depth follow-up sessions pertaining to the above-mentioned dialouge,
3.) establishment of occupational clusters composed of teaching, business, and labor representatives interested in updating and revising curricula so that it might become more consistent with the realities of the society and its workplace,

4.) planning, development, and implementation of programs which will enhance career related and life long learning skills for students.

The Education-Work Council should strive towards achieving realistic short-term goals. By directing efforts toward achieveable and real outcomes, short-term needs of having to "see something accomplished" will be satisfied, while long range needs "for doing something unique" will be enhanced.

SECTION 3
LEVEL OF COMMUNITY INVOLVEMENT

> "In January of 1977, I spent absolutely no time whatsoever on education-work issues. I now put approximately 60% of my time in educational related activities. In fact, over the past nine months, labor representatives in Stamford, Hartford, New London and New Haven have become interested."
>
> A Labor Representative

A THEORETICAL ANALYSIS

According to Willard Wirtz, "Community Education-Work Councils would be composed of those people--as individuals and as representatives of institutions--who are in the best position to influence success at this critical passage. Who those people are thought to be vary from community to community. There are, however, those obvious candidates in every community:

Teachers and school administrators
Employers
Representatives of organized labor
Representatives of manpower agencies
Parents
Civic leaders
Students

It would provide the means for cooperation in creating a sense of community."[8]

McClain & Sockol expand upon this definition to include the amount of input members of a community might contribute. The five levels identified are:

1.) No community involvement,
2.) Part of the community is involved,
3.) Wide but unstable community representation,
4.) Some segments of the community are more involved than others,
5.) Wide and stable community representation.

When no members of the community are involved, this generally means that an outside interest has identified goals and marketed a product (specific education-to-work link). When only "part of the community" is involved, certain segments of the community are excluded. If a project becomes identified as "business's" or "educator's" programs, there are obvious implications. Where there is "wide but unstable community representation," there tends to be larger memberships, with a few fully committed individuals emerging as leaders. When "some segments of the community are more involved than others," a power bloc often develops. A select few usually emerge as leaders and provide direction for the organization. And finally, when there is "wide and stable representation," there is a generally stable attendance of a wide cross-section of community members. Instead of a single person or a core group providing leadership for the organization, serious efforts are made to involve a diverse group of community members in the on-going deliberations.

Where does the Education-Work Council fit?

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[8] Boundless Resource, page 66.

A PRACTICAL APPROACH: WHAT LEVEL OF COMMUNITY INVOLVEMENT HAS THE EDUCATION-WORK COUNCIL ACHIEVED?

During the first evaluation period, the Council encouraged "wide and stable community representation." There was relatively stable attendance, and there were serious efforts made to involve a group of community members in the on-going deliberations of the Council.

Two deficiencies, however, were discovered. First, additional members of organized labor had to be recruited and second, representatives from Springfield needed additional reasons for participating in what they considered to be a Connecticut-based organization.

Both of these issues have more than adequately been addressed. In specific regard to organized labor involvement, the opening quote of this section should suffice. Stated by Joseph Vehlein, Assistant to the President of the Connecticut Central Labor Council, it clearly shows a positive progression from a point of virtually no involvement to one where he now places 60% of his time on educational related activities. Another supporting factor to his involvement is that he has been able to encourage other labor officials to participate in the Council. One additional fact, not directly related to the activities of the Council, may be of interest. From my examination of 12 education-work linkages in Massachusetts, I can unequivocally say the Education-Work Council has the largest representation from the orgainized labor sector. While the inefficiencies of other organizations should not affect the evaluation of this Council, it is reassuring to recognize that positive steps have been taken to encourage the involvement of organized labor.

Another issue which has been actively addressed but not as successfully is the bi-state emphasis of the Council. Originally, it was felt that members of the Springfield community would gladly serve on the Education-Work Council. A closer examination of the situation, however, showed that a similar Council in Springfield, the Hampden County Industrial Education Council, felt that its turf was being invaded by a Council representing itself as a bi-state unit.

Over the summer, numerous efforts have been made by the director of the Education-Work Council to "collaborate." However, as of September 21, 1977, the degree of actual collaboration of both Councils was small.

It would seem that the best action at this time would be to "back off" from the Hampden Council, but to actively keep the officers of that organization informed about the activities.

Other approaches to membership expansion should be pursued. Inclucded are those recommended by the Steering Committee:

1.) Utilizing lists drawn up by the Chambers of Commerce in both states, and
2.) Utilizing lists drawn up by the central labor Councils of both states.

Additional barriers to bi-state collaboration and probable solutions will be discussed in Section 6, page 36.

While the two major deficiencies identified during the first evaluation period were addressed, a more distressing trend has emerged during the summer. Perhaps not as significant as it appears on the surface, it is important to recognize that there were very few Council functions during the summer months. If fact, the groups that did meet, had members who felt that "they did not reach closure" on many major issues.

What reverses this trend of inactivity is the positive turnout at the September Council dinner meeting. While not terribly academic, about 60 people passed up the opportunity to watch a crucial Red Sox-Yankees game and stayed at a meeting that lasted over three hours.

Another part of the community not specifically identified in either Wirtz' or McClain & Sockol's classification systems, is minority representation. While there is Black and Hispanic involvement, it certainly does not reach a number equal to the proportion of Blacks or Hispanics in the community.

Utilizing the classification system identified earlier, and recognizing the traditional inactivity of summer periods, I would presently rate the Council as having "wide but unstable community representation." When there is an increase in Springfield participation and minority representation on the Council, the Education-Work Council will be closer to having "wide and stable community participation."

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

RECOMMENDATION 3:

The Education-Work Council should "back off" from attempting to solicit further cooperation from the Hampden County Industrial Education Council. It should, however, actively keep the officers of the organization informed about Council activities. (See Section 6, Recommendations 8A-8I, for further ways to break down barriers to bi-state collaboration.)

RECOMMENDATION 4:

The Education-Work Council should capitalize on its favorable relationships with the Urban Leagues of Springfield and Hartford to encourage their involvement in increasing Black representation on the Council. Additionally, firmer ties should be developed with Hispanic organizations for purposes of encouraging increased Hispanic representation on the Council.

SECTION 4
ORGANIZATIONAL STRUCTURE

> "I consider the Steering Committee's job as supervisory and one of coordination between the various Work groups. If should also represent the work of the various groups to other members of the Steering Committee."
>
> A Business Representative

A THEORETICAL ANALYSIS

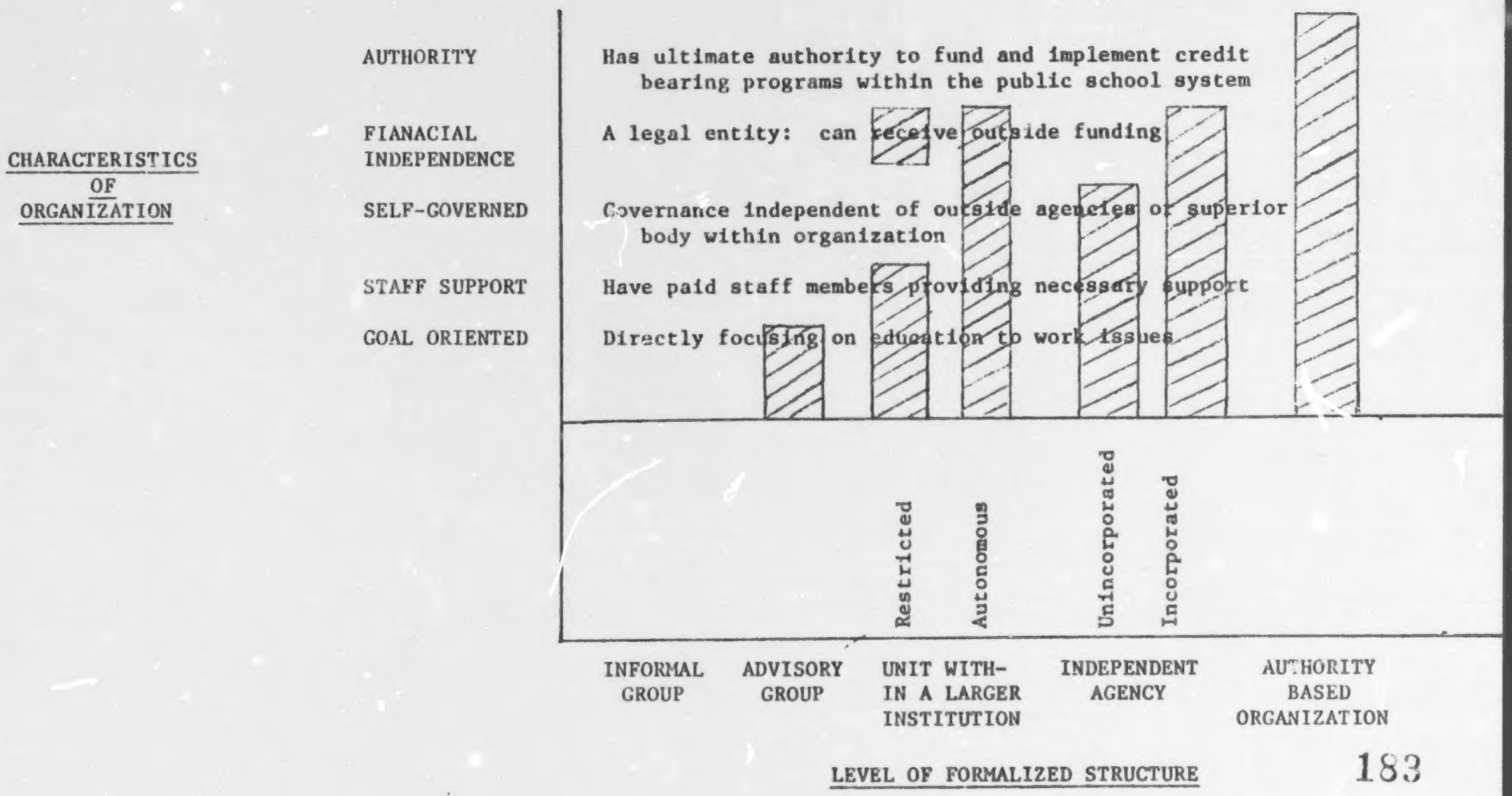
According to McClain & Sockol, there are a variety of organizational structures that an education-work linkage might establish. Included among these are:

1.) Informal Group
2.) Advisory Group
3.) Unit within a larger institution
    a) restricted
    b) autonomous
4.) Independent Agency
    a) unincorporated
    b) incorporated
5.) Authority Based Orgainzation

Figure 1 depicts the relationship between the characteristics of education-work linkages and level of formalized structure attained.

FIGURE 1*

RELATIONSHIP BETWEEN THE STRUCTURE AND CHARACTERISTICS OF EDUCATION-WORK LINKAGES


CHARACTERISTICS OF ORGANIZATION
AUTHORITY
Has ultimate authority to fund and implement credit bearing programs within the public school system
FIANACIAL INDEPENDENCE
A legal entity: can receive outside funding
SELF-GOVERNED
Governance independent of outside agencies or superior body within organization
STAFF SUPPORT
Have paid staff members providing necessary support
GOAL ORIENTED
Directly focusing on education to work issues
Restricted
Autonomous
Unincorporated
Incorporated
INFORMAL GROUP
ADVISORY GROUP
UNIT WITHIN A LARGER INSTITUTION
INDEPENDENT AGENCY
AUTHORITY BASED ORGANIZATION
LEVEL OF FORMALIZED STRUCTURE

*Reprinted from "Community Education-Work Collaboration: A Massachusetts Perspective" with permission of the authors.

As Figure 1 indicates, an "informal group" is the least desirable of all structures. Such a group, however, through dynamic leadership and stable membership rates can ascend the scale. An "advisory group" directly focuses on education to work issues; however, usually does not have staff support, self governance rights, financial independence, or authority to implement programs.

"Restricted units within a larger institution" are generally goal oriented, provided staff support, and financially independent (because of nature of relationship with corporate institution), however, such organizations are not self-governed. "Autonomous units" differ (and are more desirable) in that governance is independent of outside agencies.

An "unincorporated independent agency" is goal oriented, generally staff supported, and self-governed. However, without incorporation papers, it is not financially independent. "Incorporated independent agencies" are similar to "autonomous units" in that they are financially independent to receive outside funding.

The ultimate authority to fund and implement credit bearing programs with the public school system (within its jurisdiction) is not a characteristic of any of the above organizations. While political relationships might make implementation easier, the ultimate authority to implement credit bearing programs rests partially with the appropriate school system.

An "authority based organization" is goal oriented, has staff support, is self-governed, and is financially independent. Authority based organizations, because of the nature of their relationship with the public school system and the composition of their boards, also have authority to fund and implement credit bearing programs with the public school system within their jurisdiction.

The composition of the governance boards include School Committee members from each participating school district, a regional education officer, a treasurer (if applicable) and the Executive Director of the collaborative. Because the board has been legally vested (by contract with regional school districts) with the authority to develop occupationally related programs, its judgement on education to work programs is binding. While the participating districts must fund the newly created programs, they do not have to participate in them.

What kind of structure does the Education-Work Council exhibit?

A PRACTICAL APPROACH: WHAT ARE THE STRUCTURAL CHARACTERISTICS OF THE EDUCATION-WORK COUNCIL?

During the first evaluation report, it was recommended that the Trilateral group merge with the Education-Work Council Steering Committee for purposes of increasing legitimacy in the collaborative process. Further, the report recommended that the Council should begin to consider the possibility of moving in the direction of nonprofit corporate status.

If viewed within the classification above, the Education-Work Council, at the time of the last report, would most logically fit into the "restricted unit within a larger institution" category. Because of the lack of fiscal autonomy for academic institutions in the State of Connecticut, the Education-Work Council is restricted in its governance procedures requiring the solicitation and use of outside funding.

In addressing the recommendations of the first evaluation report, the Council demonstrates a definite inclination to strengthen its self-governing responsibilities. By unanimously voting to conduct Steering Committee meetings once a month (on the third Wednesday), the Steering Committee has effectively dissolved the Trilateral in favor of strengthening the cental coordinating unit.

In regard to incorporation, the Council did consider the option and decided against immediately filing for papers of intent. The major reasons behind this decision were:

1.) Informality of the orgainzation may be destroyed,
2.) Responsibility for own continuance may encourage political alliances,
3.) Sign of eventual solicitation of support from the membership may divide members.

My evaluation of the present status of the Council's structure remains consistent with that attributed to it at an earlier stage. It remains a "restricted unit within a larger institution."

With the merge of the Trilateral into the Steering Committee, a committee with greater potential strength has been formed. It is my judgement, however, that the full strength of the Council will not be realized until such time as it is incorporated and free from the restrictive governance procedures of the State of Connecticut regarding fiscal responsibility.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

RECOMMENDATION 5:

The Education-Work Council should file for papers of intent to establish a nonprofit corporation as soon as possible. Negative implications regarding informality, political alliances, and eventual solicitation for financial support are outweighed by the restrictions presently placed upon the fiscal authority of the Education-Work Council by the State of Connecticut.

SECTION 5
ROLE OF STAFF

"To maintain a level of commitment and momentum, it is important to show success in a way which all Council members can identify."

The Director of the Education-Work Council

"Skills of collaboration should be in our leaders of tomorrow."

A Representative of Business

A PRACTICAL APPROACH: WHAT IS THE ROLE OF THE STAFF OF THE EDUCATION-WORK COUNCIL?

It has been said that the difference between a leader and an administrator is that an administrator will be satisfied with maintaining the status quo; a leader must face a challenge and actively move his/her organization to higher plateaus.

The staff of the Education-Work Council has attempted to develop a very delicate balance as a process oriented organization with credibility and legitimacy. It can not continue to stress only communication and collaboration without having something concrete to show for it.

During Phase 1 of the project, the Director spent his time in the following fashion:

20% -- individual contact
20% -- group contact
35% -- report writing
5% -- general correspondence
20% -- administrative functions

During Phas 2, the implementation stage, the Director hopes to place a greater emphasis on individual and group contact (40% and 35% respectively) and less of an emphasis on report writing, general correspondence, and administrative functions (10%, 10%, and 5% respectievly).

This time management framework is in line with recommendation 6 made in the first evaluation report. That same recommendation also asserted that in-house, day-to-day operations should become the full-time responsibility of his assistants.

This recommendation assumed, of course, that assistants would be available to the director. Currently, this is not the case. Because of personal reasons, his secretary decided to leave in late August. For more career related reasons, his personal assistant no longer work full-time. Clearly, with the anticipated workload the Council will place on the shoulders of its staff, it will be impossible for the director "to go it alone."

Alternatives to traditional staff models are available. What better time would the Council have to utilize alternative work patterns for employees?

Firstly, the Council could work with the local "community implementation councils" and recruit student interns as staff assistants to the Director. Such students could be paid either a minimum wage or a nontaxable living stipend.

Secondly, the Council could implement flex-time schedules and hire two part-time people instead of one full-time person. Additionally, hours could be arranged to satisfy the needs of the employee.

Thirdly, the Council could utilize project consultants on a large scale. Simply hire someone at a set fee to provide a specific service. The person will be paid based upon his/her accomplishment of the agreed upon task.

Fourthly, the Council could utilize a bonus incentive system for full-time employees. It could be based upon a specific contracted amount of work to be completed on a weekly basis. If the person completes his/her work in less than 40 hours, than those hours remaining are his/hers to do with as he/she pleases.

These are just a few samples of the alternatives available. While the idea of alternative work patterns is an innovative and exciting concept, Council members should not get "hung up" on it. Either the Council decides to implement an alternative or it chooses to maintain a traditional staff. It must do one or the other. Additionally, it must have support employee(s) on staff by October 15, 1977.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

RECOMMENDATION 6:

For purposes of placing a greater emphasis on individual and group contact, the director will devote up to 75% of his time on matters pertaining directly to individual and group communications between the Council members and himself.

RECOMMENDATION 7:

Essential staff support shall be provided to the director by October 15, 1977. Such staff support could utilize alternative work patterns or staff roles.

SECTION 6
BI-STATE COLLABORATION

"Don't push people from Springfield to work in Hartford. Local labor markets are still real."

A Labor Viewpoint

"The problem seems to be legal. Set up a corporation with two subdivisions, and incorporate one division in each state."

An Educational Viewpoint

"The federal government should look at the allocation of financial resources on a regional basis...Communities should share resources across boundaries where it is mutually beneficial."

A Business Viewpoint

A PRACTICAL APPROACH: IS BI-STATE COLLABORATION REALISTIC?

Because of the nature of the region and the dependency each part has upon the other, Bi-State collaboration is an economic necessity for the survival of the region. An inordinate amount of time has been placed on working directly with the Regional Office of Education in Springfield, the Hampden County Industrial Education Labor Council, the Massachusetts Department of Commerce, the Regional Department of Labor, the Mayor of Springfield, the regional CETA prime sponsors, the regional school superintendants, the local labor officials, elected governmental officials and representatives of the private sector. Because of the realization that Bi-State collaboration will be more difficult to attain because of political, economic and legislative barriers, it is important that specific programs be developed and implemented for purposes of breaking down these barriers.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

Recommendations 8A-8I are intended to provide probable solutions to specific barriers germane to a Bi-State area.

8a) Regulations prohibit the transfer of CETA resources outside of the prime sponsor area.

RECOMMENDATION 8A:

Establish a residential address within the Springfield prime sponsor area.

8b) Solicitation of funds appropriated by the State of Massachusetts to a Connecticut based outfit is illegal.

RECOMMENDATION 8B:

Incorporate in both Massachusetts and Connecticut and establish a residential address in the Springfield area.

8c) Solicitation of funds from the private sector is made easier when such contribution or grant awards are tax deductible. In order for these contributions to be tax deductible, the receiving organization must have nonprofit corporate status.

RECOMMENDATION 8C:

Incorporate as a nonprofit corporation in both Massachusetts and Connecticut.

8d) Because of the nature of the grant awards from the National Office of Occupational Information Systems (NOIS), the Massachusetts Office of Occupational Information Systems (MOIS) can not use any of its funding to replicate its program in the Greater Hartford area...

RECOMMENDATION 8D:

Develop a collaborative relationship with NOIS and MOIS to extend the service of MOIS into the Greater Hartford area.

8e) Very few teachers and counselors are aware of existing career educational resources outside of their own immediate communities, especially across state lines...

RECOMMENDATION 8E:

Develop a community resources directory and offer community forums on career/life planning related issues.

8f) DES and BLS figures are reported for labor market areas separately by state...

RECOMMENDATION 8F:

Extract and develope regional data for the Greater Springfield/Hartford area.

8g) Administrators may or may not be aware of the training resources which might be available outside of their immediate community or in another state...

RECOMMENDATION 8G:

Collect and compile an inventory of in- and out of- school educational training resources for the region.

8h) There are a number of people who have overlapping responsibilities with regards to education-work issues on both sides of the line...

RECOMMENDATION 8H:

Establish cross-linkages with groups in the Hartford/Springfield area; act as a clearinghouse to avoid duplication of effort.

8i) Many taxpayers are overburdened with taxes and do not appreciate paying for good and services which will be used on the other side of the state line...

RECOMMENDATION 8I:

Actively encourage local community members to participate in the activities of the full Council or one of its implementation Councils; use community opinion leaders to influence individual attitudes; publicize the achievements of the Education-Work Council regularly.

SECTION 7
RELATIONSHIP OF EDUCATION-WORK COUNCIL TO OUTSIDE AGENCIES

This section basically addresses the extent of the relationships that exist between the Education-Work Council and the other agencies promoting or facilitating the development of the Council. Additionally, ways in which the relationship with the prime contractor, the American Association for Community and Junior Colleges, can be expanded are discussed.

Specific agencies where relationships exist are:

1.) American Association for Community and Junior Colleges (AACJC)
2.) Department of Labor (DOL)
3.) National Manpower Institute (NMI)
4.) National Alliance for Businessmen (NABS)
5.) Other Work Councils Nationwide
6.) State of Connecticut
7.) State of Massachusetts
8.) CETA Prime Sponsors

American Association for Community and Junior Colleges (AACJC)

The most significant relationship which presently exists is that with the prime contractor, the AACJC. During Phase 1 of this project, the relationship has been extremely supportive and beneficial to the Education-Work Council. In fact, the relationship between the director and the project administrator was quite smooth. There was a candid and frank communication process, a flexible approach to budgetary matters where emphasis was placed on Council needs as opposed to AACJC desires and a genuinely supportive and accomodating attitude by the project administrator.

Additionally, the AACJC has stressed the importance of communication exchange between and among the seven sites funded. The two-day retreats in Vermont and Washington, which served as primary forums for this interaction, proved to be profitable experiences. According to Richard Labrie, Director of the Council:

> "I have utilized resource material in the development of the Education-Work Council Resource Directory, have heeded the advice of other project directors regarding program innovations and most importantly, have avoided duplication of effort, have identified commonality of issues and problems shared nationally and have gained moral support, which I feel serves as a necessary reenforcing factor."

The first evaluation report recommended, in revised form through a letter sent to Richard Labrie on August 2, 1977, that the Council should negotiate with the AACJC regarding the involvement of additional high level officials with the Council. Through the support of Lindsay Campbell, of the Department of Labor, as well as through the involvement of others, this recommendation has and continues to be satisfied.

Additionally, it was recommended that the AACJC assist with federal grant applications. Support has been demonstrated regarding National Office for Occupational Information Systems contacts. Additionally, support has been actively provided regarding the Council's intent to incorporate.

One specific area of urgency has been directed to Jim Mahoney. This area pertains to state fiscal procedures regarding the release of monies. Because of inefficient bureaucratic steps, the State of Connecticut withheld a major portion of the Council's personal consultant contract funds until September 8. As a result, there is no way possible for the Council to efficiently utilize funds prior to the October 15 project period deadline. The dilemma of either spending money irresponsibly in a five week period or returning the unused portion to the government (with usual penalties of smaller annual allocations thereafter) presently faces the Council.

RECOMMENDATION 9:

The American Association for Community and Junior Colleges should support and seek approval for the September 15 request of the Education-Work Council regarding an extension of the first project period, so that monies withheld by the State of Connecticut can be utilized effectively.

Department of Labor (DOL)

The relationship between the Department of Labor and the Council has been very informal, with most information being relayed through the AACJC. However, the Department's support in our foregoing recommmendaion is desired.

National Manpower Institute (NMI)

According to Mr. Labrie,

> "NMI acts as a resource to the project and has been cooperative to the extent that its budget allows in securing materials, supplying information, and promoting the program.
>
> "Cases in point include Archie LaPointe, Executive Vice President of NMI, addressing the first Work Council meeting, the receipt of research materials of the Institute and the generous commitment of Willard Wirtz, who has agreed to sign certificates of participation for present Council members."

National Alliance for Businessmen (NABS)

The relationship with National Alliance of Businessmen has been nonexistent. Again, any and all information obtained has been gained directly through the AACJC.

Other Work Councils Nationwide

As mentioned earlier, retreats sponsored by the AACJC have served as the primary forum for nationwide sharing and exchange of useful Work Council information. Secondary information channels, such as the telephone and mail, have not been utilized.

While most Council members express favorable dispositions regarding this issue, it appears that this goal is not one of the higher level needs of the group.

It should thus be noted that Recommendation 8 of the first evaluation report has been addressed, and as far as the Director is concerned, the nationwide forums have served as effective exchange systems.

State of Connecticut

The relationship with the State of Connecticut has been an extremely interesting one to evaluate. It has proven to be actively supportive of the Council in that the Governor of the State, Ella Grasso, has recognized, in writing, the extreme value of "mutual understanding and cooperation among our schools and industries." (See Exhibit 5 on the following page.) Additionally, she, through a top state labor official, commended the Council and provided useful insights for future growth and development, at its September dinner meeting.

Conversely, however, the inefficient bureaucratic state fiscal procedures have restricted the full financial governance authority of the Education-Work Council. With a vast proportion of AACJC funds being withheld until September 8, 1977, it was impossible for the Council to contract for personal service agreements with outside consultants. Consequently, much of the enthusiasm and energy exhibited by the governor and her designess, could not effectively be harnessed to its fullest potential.

In order to reach peak efficiency, it is imperative that the Council assumes a level of financial independence. Recommendation 5 (page of this report recommends the establishment of a nonprofit corporate institution. Recommendations 8B and 8C (page further mandates this action for purposes of enhancing Bi-State collaboration.

Without further delay, the Education-Work Council should incorporate.

Exhibit 5

STATE OF CONNECTICUT
EXECUTIVE CHAMBERS
HARTFORD

ELLA GRASSO
GOVERNOR

September 21, 1977

Mr. Richard G. Labrie
Education-Work Council
P.O. Box 68
Enfield, Connecticut 06082

Dear Mr. Labrie:

It is indeed a pleasure to extend to you my words of commendation for your tremendous contributions to the citizens of Connecticut as Director of the Education-Work Council.

It is important for our state to establish strong lines of communication between labor and the educational institutions in Connecticut. By assessing the needs of our businesses and industries, educational programs can be designed to fulfill those needs and to provide our students with meaningful employment opportunities.

Through your work with the Council, you have certainly demonstrated your dedication to this tremendous effort.

You have successfully mobilized the resources of our state for the benefit of thousands of our citizens. You have assisted in developing valuable programs of action in which you have encouraged mutual understanding and cooperation among our schools and industries.

On behalf of the people of Connecticut, it is a pleasure to express my sincere appreciation for all you have done.

With best wishes for the continued success of the Council,

Cordially,

Ella Grasso

ELLA GRASSO
Governor

State of Massachusetts

The relationship with the State of Massachusetts has been discussed in earlier sections (See pages 28 and 37).

Statewide approval has been received from Governor Michael Dukakis in the form of direct support from his delegate at the September dinner meeting. Secretary of Educational Affairs, Paul Parks, expressed an interest in the activities of the Council.

It was important to him that:

> "(The Work Council) develops programs or materials that provide a better relationship between academic offerings and occupation opportunities."

CETA Prime Sponsors

Active support has been received from CETA prime sponsors in both the Hartford and Springfield areas. In fact, a discussion paper circulated at the September dinner meeting more than adequately defines Collaborative Council roles with regards to CETA prime sponsors. (See Exhibit 6 on the following page).

RECOMMENDATION 10:

Based upon the CETA discussion paper of September 21, the Education-Work Council should actively assume at least one (if not more) of the roles identified in paragrahs (a)-(f).

DISCUSSION PAPER SEPTEMBER 21, 1977

Collaborative Council Roles with regards to CETA PRIME SPONSORS

In brief, the current CETA youth related legislation and the subsequent regulations are mandating: (1) expanded and higher quality work experience opportunities linked with a career plan and carrying provision of academic credit, (2) an increased emphasis on provision of job information, counseling guidance and placement services, (3) a comprehensive inventory of career development, education and training opportunities, (4) improved coordination between the education, manpower, and labor establishments, (5) involvement of youth in the management of their own affairs. The following represents program and process opportunities and concerns that constitute the agenda of many of the existing education-work councils.

The new relationships between institutions and the new arrangements within programs that are mandated or allowable under the Act, are further suggestive of roles and responsibilities community education-work councils might undertake to perform in support of full and effective use of locally available resoureces under CETA.

a. The education-work council as applicant for funding for demonstration project under Secretary's Discretionary funds - CETA. The demonstration project will evaluate the delivery system for youth related manpower services of the Hampden County Manpower Consortium. The project will identify the factors which prohibit and promote successful programs within a comprehensive service delivery system.

b. The education-work council as the mandated youth council to the prime sponsor's manpower planning council. Over the next three months, prime sponsors seeking YETP and CCIP monies will be obligated to establish youth councils either (1) by expanding the membership of the MPC, (2) establishing a subcommittee or subcouncil to the MPC, or (3) recognizing an entirely separate council. Consortium-member education-work councils (with requisite mandated membership) are considered by the Department of Labor to be eligible youth councils. There is tacit agreement that the prime sponsor is to provide the youth council with professional, technical and clerical staff.

The Youth Council is advisory to the MPC. Its precise functions are not clearly defined in the regulations or the legislation. The newly established Office of Youth Programs of DOL would have the Youth Council play a major role in the inventory and analysis of local career development, employment and training opportunitites and identification of exemplary programs.

c. The education-work council as community brokers of technical assistance and information to private and nonprofit community-based agencies (affiliated or not) seeking to render services or to relate existing or planned program activities to local or state prime sponsors in connection with YEDPA and established CETA youth programs. The expertise represented on community education-work councils, along with working agendas which often address the whole of the youth transition problem, well position many education-work councils to render these forms of assistance. There are numerous ways in which these services could assist the prime sponsor to effect improved and rationalized service provision.

d. The education-work council as official or unofficial broker or enabler of local education agency, private employer, organized labor and CETA prime sponsor deliberations. Providing the good offices of the council as neutral forum for working out such issues as work experience site opportunities, wage rates, academic credit arrangements and assessment procedures, etc. may be an appropriate and valuable council function. In many Consortium communities all the relevant sectors and decision-makers are present on the council.

e. The education-work council as advocate for expanded community awareness and support of YEDPA and other CETA programs. CETA remains an ill understood government program in many communities. It is a major local resource directed by locally elected and appointed officials. The new legislations opens up new opportunities and challenges to this CETA system. More importantly, it opens up new opportunities for youth who come in contact with that system. Council leadership in expanding community consciousness of the need for new youth opportunities and the role of CETA in providing them can make a substantial difference in prime sponsor effectiveness.

f. The education-work council as provider of direct and/or supportive services to eligible youth under contract to the prime sponsor. A number of Consortium-member councils are already engaged in providing services to youth, which services are allowable activities under YEDPA and established CETA programs. Such services presently being provided by Consortium councils acting alone or in concert with other local organizations include:

— development of local occupational information, both short range and long range;

— establishment of youth job placement services;

-- inventorying, developing and monitoring community resources for career development and work experience opportunities;

-- expanding and supporting youth work and service experience opportunities;

- supporting occupational and career guidance and counseling activities;
- infusion of the curriculum with career insights;
- establishing linkages between manpower development and economic development programs;
- systematically studying the nature of youth school-to-work transition problems including both attitudinal and structural barriers.

Several councils are working directly with CETA prime sponsor staffs in the design and execution of these activities.

Each of these roles carries both opportunities and challenges to sustaining the purposes, membership, growth and effectiveness of the Education-Work Council.

FUTURE EVALUATION REPORTS:

Future evaluation reports should focus on, but not be limited to, the following issues:

1.) The role of "community implementation Councils" in affecting local adoption rates of youth transitional programs.

2.) The role of "community implementation Councils" in encouraging increased local collaboration.

3.) The role of "community implementation Councils" with regards to the Council, the Steering Committee, and the Work Groups.

4.) The role of the Steering Committee with regards to coordination of internal and external activities.

5.) The level of involvement of representative organizations in regard to recruiting additional black and Hispanic representatives.

6.) The progress the Council has made towards attaining nonprofit corporate status.

7.) The extend to which the director interacts on a personal or group basis with his constituency.

8.) If alternative staffing patterns are used, the extent to which they are effective.

9.) The progress made toward enhancing bi-state collaboration based upon recommendations 8a - 8i.

10.) The extent and depth of relationships developed with outside agencies.

CETC

CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

Administracion de Colegios Regionales

Colegio Regional de Bayamón
Universidad Interamericana de Puerto Rico

INTER AMERICAN UNIVERSITY OF PUERTO RICO
REGIONAL COLLEGES ADMINISTRATION
BAYAMON REGIONAL COLLEGE

COMMUNITY EDUCATION WORK COUNCIL

FINAL REPORT

SUBMITTED TO: MR. JAMES R. MAHONEY
PROJECT DIRECTOR
AMERICAN ASSOCIATION OF COMMUNIT
AND JUNIOR COLLEGES
WASHINGTON, D.C.

BY: MR. MIGUEL ORTIZ ALGARIN
PROJECT ADMINISTRATOR
BAYAMON, PUERTO RICO

COMMUNITY EDUCATION WORK COUNCIL

FINAL REPORT

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INTER AMERICAN UNIVERSITY OF PUERTO RICO
BAYAMON REGIONAL COLLEGE
BAYAMON, PUERTO RICO

COMMUNITY EDUCATION WORK COUNCIL

* FINAL REPORT OF THE FIRST PERIOD *

I. Chronology of Mayor Events:

1- Subcontract Award

In February 1977, American Association of Community and Junior Colleges, subcontracted Inter American University of Puerto Rico, to establish a model Community Education-Work Council to address youth transition problems between the worlds of education and work.

The first project period award was given from Febraury 15, 1977 through October 14, 1977. The main task during this first period has been the organization and development of the Council. At the present the Council is solidly established.

2- Staff

a) Mr. Miguel Ortiz Algarín, Project Director, was named during the first days of April.

b) Mrs. Nélida Félix Bonilla, Project Coordinator, was named during the middle of March.

c) Miss Nancy Medina Figueroa, Secretary, was named in the first days of April.

3- Council Development

As soon as the project staff was organized , their task was to organize the Council. For the organization of the Council the staff performed the following tasks:

a) Identification of prospective Council members.

b) Dissemination of information about project objectives.

c) Visits the prospective members.

d) Meet with important persons of the community.

e) Obtain the support of importants institutions of the community.

f) Obtain the support of the college faculty.

MILESTONE CHART

Activities	April	May	June	July	August	September	October
1) Set up office facilities	//////						
2) Hire and train staff	//////						
3) Development of printed material related to project	//////	//////	######	xxx	xxxxxx	xxxxxx	xxxxxx
4) Develop list of potential council members	//////	//////					
5) Identify prospective council members	//////	//////					
6) Meet with prospective council members and discuss project goals	//////	//////					
7) Commit prospective members	//////	//////					
8) Council formally establish		######	######				
9) Council's first meeting		//////	//////				
10) Organize the Council structure and establish operational policy		######	######				
11) Train the Council in relation to its objectives, and internal organization		######	######				
12) Council's second meeting		######	######				
13) Set up basis for evaluation process		######	######				

STATUS ////// COMPLETED ACTIVITIES ###### CURRENT ACTIVITIES xxx FUTURE ACTIVITIES

MILESTONE CHART

Activities	April	May	June	July	August	September	October
14) Hire necessary Consultant for technical assistance			########	########			
15) Make in-site visits to schools, industries, agencies and other public and private institutions to promote the aims of the Council.	//////////	//////////	########	########			
16) Promote the Council within the College community to obtain the faculty and students support.	//////////	//////////					
17) Contact schools directors to explain council's functions and request cooperation to implement objectives.			—XXXX—	—XXXX—			
18) Make in-site visits to schools to make inventory of counseling and guidance.			—XXXXX—	—XXXXX—			
19) Begin to institute guidance services on voluntary basis with community resources, where not available (volunteers corps).			—XXXXXX—	—XXXXX—			
20) Disseminate with work-site visitations and promotional material the functions of the Council among community economic resources to obtain their cooperation in complementing guidance services.	########	########	########	########			
21) Conduct career and vocational "rap sessions" with parents and youth.				—XXX—	—XXXXX—		

STATUS ////// COMPLETED ACTIVITIES ######## CURRENT ACTIVITIES —XXX— FUTURE ACTIVITIE

MILESTONE CHART

Activities	April	May	June	July	August	September	October
22) Commit and train volunteers				-XXXX-	-XXXXX-		
23) Prepare inventory of available occupational information resources in the community.			-X-	-XXXX-	-XXXXX-		
24) Work out a plan with the local employment service and other sources to receive up-to-date data on job opportunities.			-XXX-	-XXX-	-XXX-		
25) Contact prospective employers on job opening and prospects.				-XXXX-	-XXXX-		
26) Prepare information, newsletter or other publication and make it accessible to students.		//////////	//////////	-XX-	-XXXXXX-	-XXXXXXX-	
27) Meet with school counselors, job placement officials and/or cooperative education personnel to get feed back of students needs.			-XX-	-XXXX-	-XXXX-		
28) Conduct seminar on future job prospects for graduate candidates.				-XXXX-	-XXXX-		
29) Establish contacts with Employment Service, CETA, Manpower agency and other resources to stimulate job development for graduates.			//////////	//////////			
30) Prepare brochure to disseminate advantages of youth employment and job placement services available at the schools to propective employers.			-XX-	-XXXX-	-XXXXXX-		

STATUS   ////// COMPLETED ACTIVITIES   -/////////- CURRENT ACTIVITIES   -XXX- FUTURE ACTIVITIES

MILESTONE CHART

Activities	April	May	June	July	August	September	October
31) Prepare work plan for career orientation after summer recess.				~~XXXX~~	~~XXXXXX~~		
32) Make recommendations to broaden internship programs in schools and universities.				~~XXXXX~~	~~XXXXXX~~	~~XXXXXXXX~~	
33) Design plans for forums and publish results concerning problems affecting education-work experience such as restriction on youth employment and experiential learning programs, licencing, minimum wage collective bargaining contract and youth hiring practices.				~~XXXXX~~	~~XXXXXXX~~	~~XXXXXX~~	~~XXXXXXXXX~~
34) Prepare recommendation for greater recognition of work experience in terms of credits, flexible class schedules which facilities job placements.				~~XXXX~~	~~XXXX~~	~~XXXXX~~	
35) Visit and discuss such recommendation with the highest possible authorities within the institution.				~~XXX~~	~~XXXXX~~	~~XXXX~~	
36) Follow-up action taken through in-site visits.					~~XXXX~~	~~XXXX~~	
37) Discuss results.					~~XXXX~~	~~XXXXX~~	
38) Bring in an evaluation consultant to examine the program and its consequences.					~~XXXX~~	~~XXXXX~~	~~XXXX~~

STATUS ////// COMPLETED ACTIVITIES ~~////////~~ CURRENT ACTIVITIES ~~XXX~~ FUTURE ACTIVITIES

MILESTONE CHART

Activities	April	May	June	July	August	September	October
39) Send final evaluation reports and examine results.							~~XXXXX~~

STATUS

////// COMPLETED ACTIVITIES ~~//////////~~ CURRENT ACTIVITIES ~~XXX~~ FUTURE ACTIVITIE

After the first month of identification, visiting the prospective members and organization, a date was set for the first meeting.

4- First Council Meeting

The first Council meeting was held May 31, 1977. The staff was involved in all the arrangements for this first meeting. The purpose of the first meeting was, to explain the nature of the project and its importance in terms of integrating education and work. The community was represented by 40 prominent leaders from different sectors. Most persons who had committed themselves to assist, were present at the activity.

II. Milestone Chart:

Comments of each activity in terms of current status:

a) Completed activities:

Activities from 1 through 17 were completed. No further comments is offered.

b) Current Activities:

Activity #18, is already in progress. The group working in this area has identified serious problems that limit the capacity of guidance-counselors for providing occupational guidance.

Activity #19, was change

Activity #20, is in progress and will include all the guidance resource available in the community.

Activity #23, is in progress and will include an inventory of all vocational, technical and semi-professional resources available at the different institutions in the Bayamón area.

Activity #24, is in progress and consist in two parts. First, a wide range study describing employment requirements in the business, manufacture and banking sectors. A study design is being prepared by the project consultant. Also, the Consultant has been preparing a questionnaire that will be sent to the employers in the Bayamón Region. A final results are expected by the end of November. The second part consist on an inventory of local occupational demand. This second part has not started.

Activity #27, is in progress. On November 17, 1977, a work-shop with employers will be held at Dorado del Mar Gulf Club. The Bayamón Regional College has a Cooperative Training Institute. The Council will be sponsor with the Cooperative Training Institute in this activity.

Activity #30, is in progress. The Council has interest to develop an occupational information center addressed mainly to the youth people in the area. This is a long range activity.

Activity #33, is in progress. A public forum will be held during the first days of December. The forum will be regarding to the Public Law 230 (Employment of Minors) The Council recognize the fact that some employers are not willing to participate in work-experience programs for youths, because of problems presented by the laws covering the employment of minors. This is an important restriction of youth employment in Puerto Rico.

Activity #37, is in progress on schedule.
38,39

c) Activities #21, 22, 25, 26, 28, 31, 32, 34, 35, 36

No action has been taken in regard to any of these activities. The Council decided to establish its own priorities and the action plan is based on these priorities.

d) Priorities Established by the Council in the Action Plan

After the process of studying and discussing the tentative action plan submitted in the original proposal, the Council altered some of the original activities and decided to establish its own priorities based in the problems that affect the work-education relationship. The action plan approved by the Council has the following eleven (11) priorities or objectives:

1- Development of a plan to improve guidance and counseling services in the area.

2- Identify employment requirements in the commerce, manufacture and banking sectors.

3- Make an inventory of local occupational demand.

4- Emphasize the need for improving technical and vocational education and promote orientation about the future opportunities in these programs.

5- Promote the development of training programs that offer opportunities for inside practice in industries, business and other economic sector.

6- Develop a program to help both educational and industrial organization to understant the proper relationship between work and school.

7- Develop an information system that will enable the Council to offer adequate suggestions to the educational system personnel on how to obtain a correspondence between educational curriculum and community needs.

8- Plan and help implement an occupational information center addressed mainly to youth.

9- Orient employers and educators upon the advantages of retraining.

10- Help the educational system in the development of Cooperative Education Programs.

11- Identify problems affecting education work experience programs.

E. Status of these Objectives and Activities. (See attach)

III. Organization of the Council:

a) Achievements:

From the beginning the prospective members were committed and motivated to collaborate with the project. The staff works hard to maintain their interest by means of telephone calls, letters and visits. The Community Education Work Council has established the link of collaboration with differents sectors of the community in its efforts to bridge the gap between the world of work and the education for the youths. Full Council has been established, consisting of twenty prominent persons of the Bayamón area. The Council has a solidly organization and that this has been the main accomplishment to date. The members believe that the organization can get help from the private and public sectors to finance itself once the project funds end.

b) The Council!

The second Council meeting was held in June 14, 1977. At this second meeting 26 persons representing differents sectors of the community were present.

During this meeting the group decided elect a steering committee. The main task of this first steering committee was:

1- Establish the working plan
2- Determinate priorities
3- Make the formal organization of the Council

COUNCIL ACTION PLAN

OBJECTIVES	ACTIVITIES	STATUS	GOALS
1) Development of a plan to improve guidance and counseling services in the area.	a) Prepare an occupational orientation guide.	A final draft of the guide was submitted by the Consultant. Actually the draft is under revision.	September
	b) Prepare a Human Resources Directory.	This activity is in progress. A final draft is expected by the end of October.	October
	c) Prepare an inventory of guidance and counseling services and identify their needs in terms of occupational guidance.	This activity is already in progress. A questionnaire to obtain the necessary data will be prepare by the consultant.	October-November
	d) Plans seminars, workshops, forums, etc.	A first seminar for school counselor was made in October 13, 1977. A Career Guidance Institute is being planned but no definite date or agenda has been set.	October
2) Identify employment requirements in the commerce manufacture and banking sector.	a) Prepare a study design.	This activity is in progress. Final results are expected by the end of november.	November
	b) Prepare a draft questionnaire.		
	c) Sent the questionnaire to the employers.		
	d) Collect data.		
	e) Tabulating questionnaires.		
	f) Analysis of results.		
	g) Discuss results.		
	h) Final recommendations by the Council.		

COUNCIL ACTION PLAN

OBJECTIVES	ACTIVITIES	STATUS	GOALS
3) Make an inventory of local occupatioanl demand.	This activity needs additional careful planning.	This objective was considered a long range objective.	To be held during the second period of the project.
4) Emphasize the need for improving technical and vocational education and promote orientators about future opportunities in these programs.	Make visits to Vocational and Technical Schools that would permit first hand knowledge of their limitations.	This activity has not started.	To be held during the second period of the project.
5) Promote the development of training programs that offer opportunities on-site practice for the youth.	Promote the expansion of the work-experience programs in the community through seminars, workshops, newsletter, orientation to the employer, etc.	This activity has not started.	To be held during the second period of the project.
6) Develop a program that will enable the council to help both educational and industrial organizations to understand the proper relationship letween work and education.	Radio and T.V. panel, press releases, articles, seminars, workshops.	In progress. A first activity consisting of a two days seminar of the problems of Unemployment in Puerto Rico, was held during the month of June.	The planning of this objective will continue during the second period. This objective requires celebration of regular activitie of this type.
7) Develop an information system that will enable the Council to offer adecuate suggestions to educational system personnel on how to obtain correspondence between educational curricula and community needs.	This is a long range objective.	This activity is not being developed.	To be held during the second period of the project.
3) Plan and help implement an occupational information center addressed mainly to youth.	Make an occupational information center addressed mainly to youth people.	This activity has been started. Initial steps has been taken but need additional planning and organization.	To continue during the second period of the project.
9) Advise employers and educators about the advantages of retraining.	-	This activity has not started.	To be held during the second period of the project.

COUNCIL ACTION PLAN

OBJECTIVES	ACTIVITIES	STATUS	GOALS
Help the educational system in the development of Cooperative Education Programs.	Promote the importance of the Cooperative Programs among the industry. Is important that the employers understand the advantages of these programs and the relationship between work and education.	In progress, on November 17, 1977, a workshop with employers of the Bayamón region will be held at Dorado del Mar, Gulf Club. We expect that will attend 75 importants employers from differents private companys.	November
) Identify problems affecting education work experience programs.	Design plans for forums and publish results concerning problems affecting education work experience programs such as restriction of youth employment licening, minimum wage, etc.	In progress, a public forum will be held during the first days of december. The forum will be regarding to the Public Law 230 (Employment of Minors)	December

The following persons were elected for the steering committee:

1- Mr. José C. Rodríguez - J.C. Manufacturing
2- Mr. Hector Piñeiro - Centronic of Puerto Rico
3- Mr. John J. Tucci - Playtex
4- Mr. José González - Union Labor
5- Mr. Antonio Monteserín- Union Labor
6- Mr. Gumercindo Danger - Bayamón Chamber of Commerce
7- Mrs. Conchita Borrero - Borrero Hardware
8- Mr. Ausberto Guilbe - University of Puerto Rico
9- Mr. Luis R. Díaz - Student
10- Mr. José R. Domínguez - Director, Area Vocational School
11- Mr. Melquiades Cortés - Industrial Coordinator
12- Mr. Julio Lavergne - Department of Education
13- Mr. Laura Montes - C.E.T.A. Programs
14- Miss María M. García - Service Employment Office
15- Mr. Oscar Pérez - Economic Development Administration

In the meeting of July 12, 1977 the final formed organization of the Council was completed. In this meeting, the Council elected its officials and a Board of Directors. The following is the actual composition of the Council:

Officials

Mr. Jose C. Rodríguez
General Manager
J.C. Manufacturing
President

Mr. John J. Tucci
Industrial Relation Manger
Playtex
Vice President

Mr. José R. Domínguez
Director
Area Vocational School
2nd Vice-President

Miss Nancy Medina Figueroa
Secretary
Community Education-Work Council

Board of Directors

Mr. Hector Piñeiro
General Manager
Centronic of Puerto Rico

Mrs. Ana S. Santana de Orraca
Manager - Employment and Training
National Alliance Businessmen

Mrs. Laura Montes
Director
Right of Work Administration

Mrs. Conchita Borrero
Borrero Hardware

Mr. Rafael Rivera Reyes
Schools Superintendent
Bayamón South District

Mr. Julio Lavergne
Project Director
High Skills
Department of Education

Mrs. Paquita Burgos
Civic Leader

Mr. Oscar Pérez
Puerto Rico Development Administration

Mr. Gumercindo Danger
President
Bayamón Chamber of Commerce

Mr. Ausberto Guilbe
Dean of Academics Affairs
Regional Colleges Administration
University of Puerto Rico

Mr. Antonio Monteserín
Union Labor Representative

Mr. Antonio González
President
Congreso Central de Empleados Públicos

Mr. Melquiades Cortés
Industrial Coordinator

Mr. Julio Flores
President
Belair Tub Enclosures Inc.

Mr. Alejandro de la Luz
Planning Officer C.E.T.A. Programs

c) Meeting Dates:

1- Full Council Meeting:

From the beginning, the Council decided to make the meeting twice a month. At the present nine full Council meeting has been held. (See the minutes of each meeting attach).

COMMUNITY EDUCATION - WORK COUNCIL
MINUTES OF THE FIRST COUNCIL

The Community Education - Work Council held its first meeting on May 31, 1977, at 6:00 p.m. in the Bayamón Lions Club, Bayamón Puerto Rico.

Our guest speakers were Mr. James R. Mahoney, Project Director and Mr. Richard Rizio, Work - Education Project Staff.

Representing Bayamón Regional College were Mr. José Lema Moyá, Director, and few of the assistant directors and chief departments.

Representing the Regional Colleges Administration were Mr. Félix Torres León, Vice-President, Mr. Rafael Cartagena, Dean of Academic Affairs and Dr. Vidal Vélez, Assistant Dean of Academic Affairs.

The Community was an excellent representation from persons of differents sectors. Those present represented the industries, commerce, banks, educational leaders, union labors, goverment agencies, students, guidance counselors and others. (See attach the list of persons who attended)

Mr. Félix Torres León, Vice-President and Executive Dean, was in charge of the welcoming..

Mr. Miguel Ortiz, Project Administrator, introduced the guest speakers an prospective members of the Council.

Mr. Rafael Cartagena, Dean of Academic Affairs, spoke briefly about the importance of the project for the education, the community and the world of work.

Mr. Richard Rizio and Mr. James R. Mahoney discussed in relation to the Council goals and objectives. They presented an overview of the project.

Mr. Ortiz was in charge of the questions and answers period, in order to clarify any particular doubt of the project development. Few of the prospective members of the Council, spoke of the need to make education more responsive to the needs of youth and the needs of the community. Others expressed the enthusiasm for the creation of the Council and their disposition to collaborate with the school system and goverment agencies.

The group conclusion was to held another meeting as soon as possible to organize the Council structure and select the final numbers of individuals to serve on full Council.

. Mr. Ortiz has the responsability to select the date and make all the arrangements for the full Council second meeting.

The meeting adjourn at 10:15 p.m. by Mr. Ortiz.

Cordially

Miguel Ortiz Algarin
Project Administrator

Nancy Medina: Secretary

LIST OF PERSONS ATTENDED TO THE FIRST MEETING OF THE COMMUNITY EDUCATION-WORK COUNCIL

I. Washington, D.C.

1- Mr. James A. Mahoney
Project Director

2- Mr. Richard Rizio
Work Education Staff

3- Mrs. Ann Court
Work Education Staff

II. Bayamón Regional College

1- Mr. José Lema Moyá, Director

2- Mr. Martín Alvarez
Assistant Director

3- Dr. Marcos Menéndez
Assistant Director

4- Mrs. Pilar Caramés
Assistant Director

5- Dr. José L. Martín
Chief Department

6- Dr. Edmundo Hart
Chief Department

7- Mr. Miguel Plaud
Chief Department

8- Mrs. Nancy Márquez
Chief Department

9- Mrs. Carmen Tiburcio
Chief Department

10- Mrs. Ada Marín
Director Cooperative Program

III. Inter American University Regional Colleges Administration

1- Mr. Félix León Torres
Vice President

2- Mr. Rafael Cartagena
Dean of Academic Affairs

3- Dr. Vidal Vélez
Assistant Dean

4- Mr. Rafael Rivera
Assistant Dean Associate

5- Mr. Ronald Blackburn
Coordinator Title III

IV. Community

1- Mr. Rafael Rivera Reyes
School Superintendent
Bayamón South District

2- Mrs. Isabel Martínez Rivera
Assistant Superintendent
Bayamón North District

3- Mr. José R. Domínguez
Director, Area Vocational
School

4- Mr. William Castro
Training Coordinator
U.S.I. Puerto Rico Inc.

5- Mr. Efraín Ortiz
Personnel Manager
Farmacias Moscoso

6- Mr. Ausberto Quilbe
Dean of Academic Affairs
Bayamón Regional College
University of Puerto Rico

7- Mrs. Ana Orraca
Representative
National Alliance of Businessmen

8- Mr. José A. González
Union Labor

9- Mr. Hector Piñeiro
Centronic of Puerto Rico

10- Mr. Melquiades Cortes
Industrial Coordinator

11- Mrs. Mercedes Borrero
Borrero Hardware

12- Mrs. Concha Borrero
Borrero Hardware

13- Mr. Amaury Pumarejo
Omark Caribe

14- Mrs. Rosa Cotte
Puerto Rico Teacher's Association

15- Mrs. Laura Montes
Manpower and Training Office (CETA)

16- Mr. Bedael del Toro
Service Employment Office

17- Mr. Aníbal Marrero
Local Goverment Office

18- Mrs. Noemí Alvelo
Manpower and Training Office (CETA)

19- Mr. José Rodríguez
J.C. Manufacturing

20- Mr. Gumercindo Danger
Bayamón Chamber of Commerce

21- Mr. José Castillo
Caribe Millwork Corp.

22- Mr. Raúl Rodríguez
Emerson de Puerto Rico Inc.

23- Mr. Antonio Monteserín
Union Labor

24- Mr. Oscar Pérez
Economic Development Administration

25- Mr. J.J. Tucci
Playtex

26- Mr. Pedro Cora
Stainless Industries

27- Mr. Julio Lavergne
High Skill Program
Department of Education

28- Mr. Iván Carrasquillo
Puerto Rico Foods Products

29- Mrs. Elsa P. Joglar
Department of Education

30- Mr. Manuel R. López
Borden of Puerto Rico Inc.

COMMUNITY EDUCATION-WORK COUNCIL

MINUTES OF THE MEETING

The Community Education-Work Council held its second full Council meeting on Tuesday, June 14, 1977 at 7:00 p.m. in the Conference Room at the Bayamón Regional College.

Community Education-Work Council staff members in attendance were:

Mr. Miguel Ortiz - Project Administrator
Mrs. Nélida Félix - Project Coordinador
Miss Nancy Medina - Secretary

Council members in attendance were:

Mr. José Rodríguez, President
J.C. MFG. Co.

Mr. John J. Tucci, Industrial Relation Manager
Playtex

Mr. José A. González, President
Congreso Central de Empleados Públicos

Mr. Gumercindo Danger, President
Chamber of Commerce

Mr. Luis Renán Díaz, President
Students Council

Miss. María Mercedes García, Representative
Department of Labor

Mrs. Conchita Borrero, Representative
Borrero Hardware

Mr. Héctor Piñeiro, Vice President
Centronic of Puerto Rico

Mr. Melquiades Cortés, Industrial Coordinator
Vocacional School

Mrs. Laura Montes, Manpower Supervisor
Right to Work Administration

Mr. Ramón Rivera Villanueva, Representative
Bayamón Lions Club

Mr. Julio Lavergne, Representative
Department of Education

Mrs. Isabel Martínez
Assistant Superintendent

Mr. Oscar Pérez
Economic Development Administration

Mr. Antonio Monteserín, Representative
Labor Union

Mr. Manuel R. López, Photographer

Mrs. Paquita Burgos, Civic Leader

Mr. José R. Domínguez, Director
Vocational School

Prof. Ausberto Guilbe
Dean of Academic Affairs

Mrs. Ada Caro, Director
Continuing Education Program

Mr. Miguel Ortiz, Project Administrator welcomed the council members and explained the basic philosophy and goals of the Education Work Council. Also was discussed the functions of the Council.

During this meeting the members elect the Steering Committee of the Council.

Mr. José Rodríguez, President J.C. Manufacturing was elected Acting Coordinator of the Steering Committee.

Mr. José Rodríguez took in charge the meeting. Mr. Antonio Monteserín, Representative Union Labor, suggested that the Steering Committee should be compose by two persons who represents the differents sectors of the community. The members accepted this suggestion and the Steering Committee is composed by the following individuals who represents the different sectors.

Acting Coordinator

Mr. José Rodríguez, President
J.C. Manufacturing Co.

Secretary

Miss. Nancy Medina
Community Education-Work Council

Industry

Mr. Héctor Piñeiro, Vice-President
Centronic of Puerto Rico

Mr. John J. Tucci
Industrial Relation Manager
Playtex

Labor Union

Mr. José González, President
Congreso Central de Empleados Públicos

Mr. Antonio Monteserín, Representative
Labor Union

Business

Mr. Gumercindo Danger, President
Chamber of Commerce

Mrs. Conchita Borrero
Borrero Hardware

University of Puerto Rico

Prof. Ausberto Quilbe
Dean of Academics Affairs

Inter American University

Mr. Luis Renán Díaz, President
Students Council

Department of Education

Mr. José R. Domínguez, Director
Vocational School

Mr. Melquiades Cortes, Industrial Coordinator
Vocational School

Mr. Julio Lavergne, Director
High Skills Program

Right of Work Administration

Mrs. Laura Montes de Méndez
Manpower Supervisor

Department of Labor

Miss. María M. García
Service Employment Office

Economic Development Administration

Mr. Oscar Pérez
Service Industries Office

Bayamón Municipality

Mrs. Noemí Alvelo, Director
Manpower Office

Mr. Aníbal Marrero, Director
Department Consumer Affairs

The main task of this Steering Committee at this time is to develop the Plan of Action. The Steering Committee members belief, that additional and more representative membership is necessary to choose the Board of Directors and to establish the work groups. The additional members that will be selected, would help the Council in its functions.

It was agreed to allow a two weeks period for the Steering Committee members to nominate at least two individuals from the differents sectors of the community to serve on the Council work groups.

The Committee hope that the Board of Directors will be elected in the second part of July. The Steering Committee will continue the work of the Council until the Board of Directors will be elected.

After the election of the Steering Committee were discussed the functions of the Council and clarified some doubts about the aims of the Council.

The conclusion of the group was that the best day to have the meetings is on Tuesday night. For the coming meeting the Committee will begin the agenda at 8:00 p.m., and the meeting will be twice a month.

The group decided to meet June 28, 1977, 8:00 p.m. at the Bayamón Regional College.

The meeting was adjourned by Mr. José Rodríguez at 10:30 p.m.

Nancy Medina
Secretary

COMMUNITY EDUCATION-WORK COUNCIL

MINUTES OF THE MEETING

The Community Education-Work Council held its third full Council meeting on Tuesday, June 28, 1977, at 8:00 p.m. in the Conference Room at Bayamón Regional College.

Community Education-Work Council staff members in attendance were:

Mr. Miguel Ortiz - Project Administrator
Mrs. Nélida Félix - Project Coordinator
Miss Nancy Medina - Secretary

Council members in attendance were:

1- Mr. José Rodríguez
2- Mr. Héctor Piñeiro
3- Mr. John J. Tucci
4- Mr. Melquiades Cortés
5- Mr. Julio Lavergne
6- Mr. Ausberto Guilbe
7- Mr. Oscar Pérez
8- Mrs. Laura Montes
9- Mrs. Conchita Borrero
10- Mrs. Ana Orraca
11- Mrs. Haydeé Martínez
12- Mr. Efrain Ortiz
13- Mr. Aníbal Marrero

Council members were not present:

1- Antonio Monteserín
2- José R. Domínguez
3- Gumercindo Danger
4- Paquita Burgos
5- Amaury Pumarejo
6- Ramón Rivera

Mr. José Rodríguez, Acting Coordinator of the Steering Committee opened the meeting and gave the welcoming to the new propective members. Upon the introduction of the new prospective members, the minutes of June 14, 1977, was read by Mr. Rodríguez.

Mr. Ortiz briefly explained the project for the new prospective members of the Council. During this meeting were nominated new members to compose the work groups of the Council. The following persons were elected to the Council

1- Mr. Julio Flores
Belair Tub Enclosures Inc.

2- Mr. Pedro Cora
Stainless Steel Industry

3- Mr. Alejandro de la Luz
Manpower Office

4- Mrs. Antera Ortiz
Department of Labor

5- Mr. Haydeé Martínez
Bayamón Local Government

6- Mrs. Rosa Andino
Vocational Program

7- Mr. Angel Colón
Youth Corp Administration

8- Mr. Angel Rosado
Youth Corp Administration

9- Mr. Juan Pantojas
Business Sector

10- Mrs. Ada Caro
University System

After the election of the new members, the group began to discuss the Plan of Action. The objectives and activities were read and discussed (each one) by the members. It was agreed by some of the members that the Council select only the priorities objectives and concentrate their stresses on those so that their efforts will be productive. The group reviewed the goals of the plan and changes were made to establish priorities. The members recommended that the Council should begin to work with the following specific areas:

1- To provide more relevant career guidance and counseling to the youth. In this area the Council decided that is necessary more training guidance counselors to educate and involve them in the real world of work.

To work in this area was elected a committee composed by the following persons:

1- Mrs. Ana Orraca, President of the Committee
2- Mrs. Antera Ortiz
3- Mrs. Laura Montes
4- Mr. Melquiades Cortés
5- Mr. Ausberto Quilbe
6- Mrs. Ada Caro

Is possible that this group involve the National Alliance of Businessmen to develop their activities through the Career Guidance Institute.

Late in July, this committee will held its first meeting.

2- Identify the Requirements of Employment in the Occupations that have more demand in the Manufacture, Commerce and Bank area.

The Council suggested that the information obtained through this study should be available to everyone. Also the Council hope use the data to promote the employment of the youths in those economic sectors. To collect this data the Council will be involve the Puerto Rico Manufactures Association, The Bayamón Chamber of Commerce and the Puerto Rico Bank Association. To work in the manufacture area a committee was elected, composed by eight persons:

1- Mr. Héctor Piñeiro - President of the Committee
2- Mr. Julio Lavergne
3- Mr. John J. Tucci
4- Mr. Oscar Pérez
5- Mr. Pedro Cora
6- Mr. Julio Flores
7- Mr. Ernesto Castillo
8- Mr. José C. Rodríguez

The first meeting of this committee will be held on July 7,1977, at 12:30 p.m. in Dorado del Mar Hotel, at Dorado, Puerto Rico.

To work in the commerce and bank area another committee was elected and composed by the following persons:

1- Mr. Gumercindo Danger - President of the committee
2- Mr. Efrain Ortiz
3- Mrs. Mercedes Borrero

This committee will held its first meeting during the first days of July.

3- To offer more opportunities of training and employment in the Vocational and Technical area for the youths.

This objective will be discuss in the next meeting of the Council.

. For the next meeting, the members will elect the officers of the Council and the Board of Directors. Which will be held on July 12, 1977, at 8:00 p.m. in the Conference Room, at the Bayamón Regional College.

The meeting was adjourned at 10:15 p.m.

Nancy Medina
Secretary

MINUTES

The Community Education Work Council held its fourth meeting on Tuesday, July 12, 1977, at 8:00 p.m. in the Conference Room at the Bayamón Regional College.

Mr. José C. Rodríguez, Acting Coordinator welcome the group and proceed to introduce some visitors representing the Bayamón local government. Upon the introduction of the visitors, Mr. Rodríguez read the minutes of the past meeting.

Inmediately, was briefly dicussed the pending topics of the past meeting. Afterward, Mr. John Tucci, one of the members of the council, informed in relation to the meeting held by Mr. Hector Piñeiro at Dorado del Mar Golf Club. He discussed about the work realized by the group that has in charge the study regarding to employment requirements in the manufacture area. This group decided to get in contact with the Vice-President of Puerto Rico Manufactures Association in order to reseach data, made by the Association. They continue the work in this area.

Mr. Danger, President of the Bayamón Chamber of Commerce explained the difficulties founded in his committee. He explained, due to the month of July many businessmen are in vacations, and its impossible to interview them. He indicated that he is working on a questionnaire to gather the employment requirements in the commerce sector. This committee will continue the work in this area.

Mrs. Laura Montes, explained the work realized in the Career Guidance and Counseling area. She explained that the committee is in the process of organizing a seminary for the schools guidance counselors, coordinators, directors and other personnel. This seminary tentatively scheduled for September 15 or 30.

Mr. Ortiz, said that we have to pursuit the bank representation. Mr. Rodríguez establish that he visit Mr. Cordero, Supervisor for the bank area, and that he could not join the council as an active member, but yes as a honorary member.

Mr. Julio Flores, gave the idea to give a turn to the problem to rise the employment in this island.

Mrs. Laura Montes, mentioned the continue changes of the youth employees, not because the capacity need, but the need of re-training.

Mr. Amaury Pumarejo, explained about the new plant of the Omark Caribe in Cidra, Puerto Rico.

Mr. De La Luz, said that the Municipality has the way to establish training.

Mrs. Laura Montes, suggest that the A.D.T. Committee exist and that needs Municipality representation and to study the industry necessarities.

Mr. De La Luz, brings up in consideration a report of the Unemployment Department which the council interest.

They decided to give the next meeting in the Colonia Hispanoamericana on August 2, 1977, with a formal dinner.

The meeting adjourned at 10:30 p.m.

Nancy Medina

Nancy Medina: Secretary

* MINUTES *

The Community Education Work Council held its fifth meeting, Tuesday, August 16, 1977 at 8:00 p.m. in the Interamerican University Conference Room.

The meeting was opened by Mr. John J. Tucci, Vice President, due Mr. José C. Rodríguez, President of the Council was excused for illness. The minutes of the last meeting were read by Miss. Nancy Medina, Secretary and approved by the group. Inmediately Mr. Tucci continue excusing various members of the Council that weren't present in the meeting, in addition to the President was Hector Piñeiro, Ausberto Guilbe, he won't be able to assist to the Council due he is coursing law studies and it takes him alot of time, nevertheless, he will send a person to represent the Regional Colleges Administration of the Puerto Rico University.

Mr. Ortiz, Project Director made a short summary of the work the Council has been realizing in the past meeting. Discuss the work areas that the Council has considerate and the activities that are being planned. Among those activities we will held a seminar for the orientation and Counselors of Schools to broad the knowledge in relation to the world of work. In the same way we are preparing an Occupational Orientation Guide and a Directory of Human Resource, Mr. Ortiz indicated that in the coming days visitors to various industries will be made to motivate them to assist to the Council and achieve to have them as active members.

Mr. Ortiz, finalized presenting the new Persons that assist the meeting. Mrs. Carmen Pagán, Guidance Coordinator of the Guidance Programs in two school district of Bayamón and Dr. Manuel Maldonado Rivera whom will be the Council Consultant.

Mr. Tucci, continue with the agenda programed and started to discuss the tentatively Plan of Action, specifically the activities for each objectives.

After a long discussion about the first five objectives of the Plan of Action the following activities were planned and approved by the members of the Council.

OBJECTIVE I

To provide assistance to the Guidance and Counseling Programs, so those could respond in a relevant way to the present world of work.

ACTIVITIES:

a) Make in-site visits to schools to make an inventory of Guidance and Counseling Programs, and identify the needs in terms of Occupational Orientation.

b) Prepare an Occupational Guide.

c) Prepare a Directory of Human Resources.

d) Make seminars, conference, workshops etc. for the professional development of personnel.

OBJECTIVE II

Coordinate the resources of business, bank and industry to identify employment requirements.

ACTIVITIES:

Make a study of the unemployment requirements in the economic sectors of the manufacturers, banks, commerce. In addition was included the economic sector of agriculture.

OBJECTIVE III

Make an inventory of local occupational demand. The conclusion of this objective has a wide planning and a technical caracter. Involve among other factors relate with substantial funds to held a study, contract a person specialized and others importants details. This activity should be considerate to be develop in a period of time more reasonable. Nevertheless, will be considerating other alternatives such as, obtain from the Department of Labor a study that has been realized in that respect. In the same way Mr. Domínguez, will put in disposition of the Council a study recently realized by the Department of Education of the occupational demand.

OBJECTIVE IV

Emphasize the need for improving technical and vocational programs and promote orientation in these fields.

ACTIVITIES:

a) Establish differents groups of work to visit the vocational schools that would permit first hand knowledge of their limitations.

b) Compile information obtained of these visits and tabulated with the purpose to establish priorities in the areas of vocational and technical programs that mayority limitation and needs has demostrate.

OBJECTIVES V

Promote the development of training that offer opportunities for on-site practice in industries, business, banks, private and public institutions.

ACTIVITIES

a) To promote the development and expansion of the cooperative programs, so the students could achieve a process transition between the world of education and work.

b) Orient and inform the employers about the importance of the cooperative programs.

The meeting adjourned at 10:30 p.m.

Nancy Medina
Nancy Medina
Secretary

* MINUTES *

The Community Education-Work Council held its sixth meeting, Tuesday, August 30, 1977 at 8:00 p.m.

Mr. John J. Tucci, Vice-President of the Council, opened the meeting excusing Mr. José C. Rodriguez, President of the Council, due he is very ill. Miss. Nancy Medina, Secretary read the minutes of the last meeting which it was approved by the members. Immediately he continue with the discussion of the Plan of Action initial in the past meeting.

A series of activities were discussed and planned related to the following objectives.

OBJECTIVE VI

Develop a program that will enable the Council to help both educational and industrial organizations to understand the proper relationship between work and school.

ACTIVITIES:

a) The activities suggested to address this objective are mainly publicity type activities, radio and television panel, press releases and articles, etc.

b) Another important activity consists of a panel that can bring together top level government officials with top level representatives from, business, industrial and banking institutions.

OBJECTIVE VII

Develop an information system that will enable the Council to offer adequate suggestions to educational system personnel on how to obtain a correspondence between educational.

ACTIVITIES:

The only specific activity the Council stipulated consists of making appeals to school system officials to provide for more counselors and to upgrade the counseling and guidance programs.

OBJECTIVE VIII

Plan and help implement an occupational information center addressed mainly to youth.

ACTIVITIES:

a) Establish an occupational information center, located at the Bayamón Area Vocational School.

OBJECTIVE IX

Advise employers and educators about the advantages of re-training.

ACTIVITIES:

a) Identification of areas where supply is greater than occupational demand. This will identify the clientela for re-training.

b) Identification of re-training needs of persons who are already working, but who might loose their jobs due to changes in technical or other production process that require additional abilities.

OBJECTIVES X

Help the educational system in the development of Cooperative Education Programs.

ACTIVITIES:

a) Invite the Director of Cooperative Education Program of the Inter-American University, Mrs. Ada Marín, to give a conference to the Council about the work this program realize.

The meeting adjourned at 10:30 p.m.

Nancy Medina
Nancy Medina
Secretary

2- Task Groups:

Differents working groups were organized in the Council to identify specific problems situation in the education-work relationship. The following groups were formed:

a- Industry group

Mr. Hector Piñeiro
Mr. Pedro Cora
Mr. Oscar Pérez
Mr. John J. Tucci
Mr. José C. Rodríguez
Mr. Julio Lavergne

Objective

Identify requirements for employment among the industrial sector.

b- Banking and Commerce

Mr. Gumercindo Danger
Mrs. Mercedes Borrero
Mr. Efraín Ortiz

Objective

Identify requirements for employment among the commercial and banking sector.

c- Guidance and Counseling

Mr. Ausberto Guilbe
Mrs. Ana Orraca
Miss María M. García
Mrs. Laura Montes
Mrs. Antera Ortiz

Objective

Identify guidance and counseling needs in the Bayamón area.

d- Development of the Action Plan

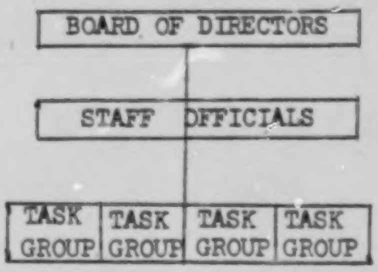
Mrs. Laura Montes
Mrs. Sonia Santos
Mr. Julio Lavergne
Mrs. María M. García

Objective

Make the necessary recommendations to improve the Council Action Plan.

Each of these groups has been working in a specific problem situation described above, and reporting the results to the full Council during the meetings. Each group has a chair-person that has the responsability of coordinating the specific task assigned to the group. When a problem is discussed in the Council, the whole group decide at to what type of decisions should require the approval of the Board of Directors, the approval of the officials or the approval of the entire Council. This will eventually turn out in less meetings and more productive use of time and effort.

E- Organizational Structure of the Council:



1- Board of Directors:

Establish goals, objectives, priorities and take the final decision regarding Council operational way.

2- Staff and Officials:

Development and implementation of the politics established by the Board.

3- Task Group:

Working in specific problems, identify needs, make recommendations, etc.

F- Tentative Plans for the Second Funding Period:

In addition of the objectives, activities that were not completed during this first period, the following are some of the tentative plans/activities to be held during the second period funds.

1- Make a Career Guidance Institute in coordination with the National Alliance of Businessmen and the Department of Education.

2- Celebrate an Expo-Day for students and employers in collaboration with the Employment Service Office and C.E.T.A. Programs.

3- Make forums to discuss youth employment legislation.

4- Celebrate seminars and conferences regarding to the youth employment restriction.

5- Organize workshop on future job for youths focus for graduate candidates in occupational programs.

6- Make a local occupational demand.

7- Others

IV. Contribution made to the Proyect:

a- The College:

The collaboration received from the College has been essential for the project success. The support given by the officials, faculty and students has been important to reach the goals of the programs established by the Council.

College staff, faculty members, and students (especially the president of the Students Council) has been present at various activities made by the Council.

2

CURRENT COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	4	19
Public Service*	3	14
Education	5	24
Organized Labor	2	10
Business*	2	10
Associations	2	10
Parents	1	4.3
Media	1	4.3
Youth	1	4.3
Others (identify)		
Totals:	21	99.9

*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices
hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Re
#1", Education-Work Council Program, Asnu
Community College, p. 16.

Use of equipment and materials has never been a problem for the project development. Although the Conference Room is available for all the Council meeting, when is require by the staff and officials of the Council.

V. Problems Experienced During the First Period:

There has not been any serious problem during this first period of the project. Perhaps one small problem with the parking. Once the summer recess ended, parking for the Council members attending meeting in the Conference Room at the College, was a real problem. The Council decided move the meetings to differents places of the community such as conference rooms in industries, government offices, civic organization and others.

Another significant problem was the way to explain the concept that the Council is not conceived as an operational group. Actually this matter not represent a problem because explanation of project/objectives has been continuos and consistent.

VI. Recommendations:

a) Improving A.A.J.C. and D.O.L. Assistance:

1- Make a certificate for active Council members, should be designed and signed by both (A.A.J.C. and D.O.L.)

2- The first period for the development of the project should be establish for one year. That is, because during the first months the project require a hard work in the organization process, the approach with the community, visit and commit the prospective members and other important activities for the success of the program. These initial activities let a short time to develop the objectives and activities established in the Action Plan of the Council for the first period.

VII. Community Response to the Council:

Up to now, the response of the community has been excellent regarding to the Community Education-Work Council. The project has generated interest and enthusiasm among the different sectors of the Bayamón community. This has been a great achievement particularly considering the lack of voluntary participation in the educationals affairs that our people has. Important civic organization, government programs, industrial and business leaders and others prominent persons, have been giving support to the project. Many persons express faith that the Council will gain recognition through the program that has establish and will continue for a long time. The members of the Council and the project staff will continue the explanation of the purposes of the program to involve new prospective members and organization of the Bayamón area and others town near Bayamón.

"QUESTIONNAIRE FOR EMPLOYERS"

BORRADOR
(CARTA DE PRESENTACION)

Estimado compañero hombre de empresa:

El Consejo de Educación y Trabajo de la Comunidad es un organismo cuyo propósito principal es colaborar para facilitar la transición de los jóvenes del mundo de la educación al mundo del trabajo. El Consejo está formado por representantes de la industria, la banca, el comercio, las agencias de gobierno, las instituciones educativas y otros grupos interesados de la comunidad. Su sede radica en el Colegio Regional de Bayamón de la Universidad Interamericana de Puerto Rico.

Como parte de nuestras funciones estamos realizando un estudio para recoger la opinión de las empresas sobre cómo mejorar la educación ocupacional en la región de Bayamón. Su empresa ha sido seleccionada mediante un procedimiento estadístico para participar en la encuesta.

Sabemos que usted es una persona muy ocupada pero dada la importancia de este estudio nos permitimos solicitar de usted dos cosas.

1. Que le asigne a la persona en su oficina que brega con asuntos de personal la responsabilidad de completar el cuestionario. Sólo tomará alrededor de media hora.

2. Que le comunique la urgencia que para nosotros tiene el recibir el cuestionario dentro de los próximos siete días.

Le quedaremos muy agradecidos por su cooperación.

Cordialmente,

UNIVERSIDAD INTERAMERICANA
COLEGIO REGIONAL DE BAYAMON
CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

ENCUESTA SOBRE EDUCACION Y TRABAJO

I. Instrucciones

Indique el nivel educativo mínimo que normalmente debe tener una persona para obtener empleo en su empresa dentro de cada una de las categorías que aparecen en la tabla siguiente. Haga una marca (✓) donde corresponda.

Categoría de Empleo	Nivel Educativo Mínimo Necesario					
	Ninguno	6to Grado	4to Año	Diploma Vocacional	2 años Colegio	Bachillerato Universidad
Gerenciales						
Secretarial/ Clerical						
Supervisión/ Control						
Producción						
Ventas						
Mantenimiento/ Reparación						
Otras						

II. Instrucciones

Indique las destrezas que normalmente debe poseer una persona para obtener empleo en su empresa dentro de cada una de las categorías que aparecen en la tabla siguiente. Haga una marca (✓) donde corresponda.

Categorías de Empleo	Destrezas Necesarias						
	Hablar Inglés Bien	Escribir y leer Inglés	Hablar Español Bien	Escribir y leer Español	Operaciones Aritméticas	Destrezas Manuales	Destrezas Técnicas
Gerenciales							
Secretarial/ Clerical							
Supervisión/ Control							
Producción							
Ventas							
Mantenimiento/ Reparación							
Otras							

III. Instrucciones

Indique la importancia que su empresa le concede a los siguientes factores al considerar a una persona para empleo dentro de cada categoría. Hay tres grados de importancia: M = Mucha, P = Poco y N = Ninguna. Haga una marca (✓) en donde corresponda en la columna bajo cada factor.

Categorías de Empleo	Edad			Sexo			Educación			Actitudes			Experiencia			Condición Física			Apariencia Personal			Status Civil		
	M	P	N	M	P	N	M	P	N	M	P	N	M	P	N	M	P	N	M	P	N	M	P	N
Gerenciales																								
Secretarial/ Clerical																								
Supervisión/ Control																								
Producción																								
Ventas																								
Mantenimiento/ Reparación																								
Otra																								
Otra																								

IV. Instrucciones

Lea primero las tres afirmaciones que siguen y luego seleccione la que mejor describa la función que debe tener la escuela en cuanto al adiestramiento especializado.

a. _____ La escuela debe proveer todo el adiestramiento especializado para que no sea necesario dar adiestramiento adicional en la empresa.

b. _____ La escuela debe proveer el adiestramiento general de la ocupación y el patrono adiestrará en los procesos y destrezas peculiares a cada empresa.

c. _____ La escuela debe establecer programas cooperativos con la industria y el comercio para ofrecer el adiestramiento especializado conjuntamente.

V. ¿Considera usted que las instituciones educativas del área responden a las necesidades de recursos humanos de la industria y el comercio? Indique su opinión para cada tipo de institución.

Tipo de Institución	Grado en que Responden			
	Mucho	Bastante	Poco	No Sé
Esc. Superior Pública				
Esc. Vocacional Pública				
Escuelas Privadas				
Col. Regionales Públicos				
Col. Regionales Privados				

VI. Durante los últimos dos años, ¿se ha comunicado con su empresa alguna institución educativa del área en busca de información y/o ayuda para mejorar sus programas de enseñanza?

Tipo de Institución	Nivel de Comunicación			
	Más de una vez	Una vez	Nunca	No Sé
Esc. Superior Pública				
Esc. Vocacional Pública				
Escuelas Privadas				
Col. Regionales Públicos				
Col. Regionales Privados				

VII. Durante los últimos dos años, ¿se ha comunicado su empresa con alguna institución educativa para solicitar cambios en sus programas de enseñanza tendientes a satisfacer mejor las necesidades de recursos humanos?

Tipo de Institución	Nivel de Comunicación			
	Más de una vez	Una vez	Nunca	No Sé
Esc. Superior Pública				
Esc. Vocacional Pública				
Escuelas Privadas				
Col. Regionales Públicos				
Col. Regionales Privados				

VIII. Si usted contestó "Más de una vez" o "Una vez" con respecto a cualquiera de las instituciones en la pregunta anterior, indique ahora su grado de satisfacción con la forma cómo la institución reaccionó a sus sugerencias.

Tipo de Institución	Nivel de Satisfacción			
	Altamente Satisfecho	Bastante Satisfecho	Insatisfecho	No Sé
Esc. Superior Pública				
Esc. Vocacional Pública				
Escuelas Privadas				
Col. Regionales Públicos				
Col. Regionales Privados				

IX. Durante los últimos dos años, ¿se ha comunicado su empresa con alguna institución educativa para que ésta le refiera candidatos a plazas vacantes?

Tipo de Institución	Nivel de Comunicación			
	Más de una vez	Una vez	Nunca	No Sé
Esc. Superior Pública				
Esc. Vocacional Pública				
Escuelas Privadas				
Col. Regionales Públicos				
Col. Regionales Privados				

X. Si usted contestó "Más de una vez" o "Una vez con respecto a cualquiera de las instituciones en la pregunta anterior, indique ahora su grado de satisfacción con la forma cómo la institución reaccionó a su comunicación.

Tipo de Institución	Nivel de Satisfacción			
	Altamente Satisfecho	Bastante Satisfecho	Insatisfecho	No Sé
Esc. Superior Pública				
Esc. Vocacional Pública				
Escuelas Privadas				
Col. Regionales Públicos				
Col. Regionales Privados				

XI. ¿Está su empresa en condiciones de participar en programas cooperativos con instituciones educativas para mejorar el adiestramiento ocupacional?

Tipo de Institución	Sí	No
Esc. Superior Pública		
Esc. Vocacional Pública		
Escuelas Privadas		
Col. Regionales Públicos		
Col. Regionales Privados		

XII. ¿Hay algún programa de adiestramiento ocupacional que usted considere importante que no se esté ofreciendo por una institución educativa del área de Bayamón, o que debe ampliarse?

Sí ____ No ____

Descríbalo: ______________________________

____

____

Indique el nivel educativo en que debe ofrecerse.

____ Escuela Vocacional (escuela superior)
____ Instituto Tecnológico (post-secundaria)
____ Colegio Regional (2 años universitarios)
____ Universidad (4 o más años universidad)

ADMINISTRACION DE COLEGIOS REGIONALES
UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
COLEGIO REGIONAL DE BAYAMON

Consejo de Educación y Trabajo de la Comunidad

SEMINARIO

LA EDUCACION Y LA PROBLEMATICA ACTUAL DEL MUNDO DEL TRABAJO

Jueves 13 de octubre de 1977

AGENDA

8:00 – 9:00 a. m. – REGISTRO DE PARTICIPANTES

9:00 – 9:15 a. m. – BIENVENIDA – Sr. José Lema Moya
Director

9:15 – 9:30 a. m. – SALUDO: Dr. Rafael Cartagena
Decano de Asuntos Académicos

9:30 – 9:45 a. m. INTRODUCCION – Sr. Miguel Ortiz
[illegible]ctor Consejos de Educación y Trabajo

9:45 – 10:00 a. m. · RECESO

10:00 – 11:15 a. m. – COMO ARMONIZAR LA OFERTA EDUCATIVA A LAS NECESIDADES DE LA COMUNIDAD.

Ing. Guillermo Cruz,
Vice-Presidente, Gerente General, Pharmaseal

11:15 – 12:00 m. – PREGUNTAS Y RESPUETAS

12:00 – 1:30 p. m. – RECESO PARA ALMUERZO

Sesión de la Tarde

1:30 – 3:00 p. m. – LA ORIENTACION OCUPACIONAL Y LA PROBLEMATICA ACTUAL DEL MUNDO DEL TRABAJO

Sra. Antera Ortiz
Supervisora Orientación Servicio de Empleo

Sr. Agapito Villegas,
Supervisor Oficina Estudios y Estadísticas Depto. del Trabajo

Sra. Laura Montes,
Directora Regional Administración del Derecho al Trabajo

3:00 – 3:30 – DISCUSION GENERAL

LIST OF PERSON PRESENT AT THE SEMINAR

1- Carmen T. Pagán
Counselor
Department of Education

2- María Beatriz M. Piñeiro
Counselor
Agustín Stahl High School

3- Paquita del Valle
Counselor
María V. de Umpierre Junior High School

4- Lydia M. Soto
Counselor
South District

5- Lydia Negrón
Counselor
Cervantes High School

6- Carmen L. Pérez
Counselor
Bayamón Garden Junior High School

7- Rose Young
Counselor
Central University

8- Ada R. Marín
Project Director
Cooperative Education Institute
Inter American University

9- Aida Vega
Counselor
Vocational Rehabilitation

10- Julia E. Rivera Silvestrini
Counselor
Cervantes High School

11- Haydee Carrasquillo de Cuevas
Counselor
Papa Juan 23 High School

12- Marín S. Velazquez
Counselor
Cervantes High School

13- Margarita Dávila
Counselor
Papa Juan High School

14- Maritza S. de Roig
Counselor
Bayamón Regional College
University of Puerto Rico

15- Marta Angleró de Marín
Depatment of Education

16- Carmen D. Rosado
Department of Education

17- Rosa A. Santos
Counselor
Agustín Stahl High School

18- Jose C. Rodríguez
President
J.C. Manufacturing Co.

19- Julio Lavergne
Project Director
High Skill Program
Department of Education

20- Jenara Pizarro Sevilla
Counselor
José A. Dávila High School

21- Fidelina Nuñez
Counselor
Department of Labor

22- Elizabeth González Montalvo
Counselor
Bayamón Regional College
Inter American University

23- Myriam Serrano
Counselor
Bayamón Regional College
Inter American University

24- Ilia R. Alameda
Counselor
Bayamón Regional College
Inter American University

25- Marta M. Nadal
Coordinator
Department of Labor

25- Antera Ortiz
Counselor
Department of Labor

26- Alma L. Rosado de Córdova
Counselor
Right to Work Administration

27- Lydia E. Rivera
Counselor
Tomás C. Ongay
Vocational High School

28- José R. Dominguez
Director
Tomás C. Ongay
Vocational High School

29- Melquiades Cortés
Industrial Coordinator
Tomás C. Ongay
Vocational High School

30- Inés Sánchez de García
Counselor
Department of Health Education

31- Rosa M. Narvaéz
Counselor
Vocational Rehabilitation

32- Antonio Monteserín
Union Labor

33- Juan Quintana
Counselor
Bayamón Regional College
Inter American University

34- Paquita Burgos
Civic Leader
Bayamón Municipality

35- Haydee Martínez
Counselor
Bayamón Municipality

36- Laura Montes de Méndez
Director
Right to Work Administration

CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

Administracion de Colegios Regionales

Colegio Regional de Bayamón

Universidad Interamericana de Puerto Rico

CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

En un país donde se aspira a mejorar cada día más el nivel de vida del ciudadano, la participación y colaboración de los diversos sectores de esa sociedad en el sistema educativo es de vital importancia para el logro de esa meta. El sistema educativo sirve al pueblo quién a su vez lo sostiene. Las instituciones de enseñanza sean públicas o privadas y en cualquiera de los niveles que llevan a cabo su labor didáctica, deben de servir a la comunidad que las sostiene y que las ayuda a desarrollarse. Las mismas deben conocer lo que a la comunidad le preocupa y quiere y ésta a su vez debe conocer lo que las instituciones enseñan y hacia dónde van dirigidas. Esa integración de propósito debe existir, fomentarse y mantenerse, de tal manera que se puedan armonizar los esfuerzos que se hacen y poder hacer una mejor utilización y distribución de los recursos disponibles en pro del bien común.

En su constante aspiración por preparar a los jóvenes de hoy día, el sistema de enseñanza esta comprometido en sus esfuerzos y con sus recursos para crear conciencia y un mejor conocimiento sobre el mundo del trabajo. Actualmente existe la necesidad apremiante de que la educación responda a unas realidades esenciales de nuestra sociedad moderna. Los avances que se realizan en los diferentes campos de la ciencia y tecnología, el surgimiento de nuevas áreas ocupacionales y el reemplazo de otras, así como la creación de nuevas especializaciones y profesiones hacen imperativo que el sistema educativo se revitalice y asuma la posición de liderato que le corresponde. Tenemos la encomienda y la responsabilidad de hacerle llegar esta realidad a nuestra juventud en forma clara y sencilla, pero a la vez significativa para ellos. Es deber de todos en conjunto, formar un frente unido para ayudar a los jóvenes a iniciar el proceso de transición entre el mundo de la educación y el mundo del trabajo. Esto requiere desarrollar y poner en práctica nuevas ideas, buscar variadas alternativas y el uso de estrategias de singular impacto. Para poder afrontar la problemática anteriormente expuesta, se tiene que crear un organismo capaz de bregar en forma autónoma y sin ninguna clase de ataduras que puedan restringir su radio de acción.

Un Consejo de Educación y Trabajo de la Comunidad podrá brindar nuevos enfoques para hacer que el proceso de enseñanza sea más relevante y significativo a los jóvenes de la presente generación. Además provee los mecanismos necesarios para servir de enlace entre la educación, la comunidad y el mundo del trabajo. El mismo, deberá de estar compuesto por personas de la comunidad en general, que hayan demostrado su preocupación y que tienen legítimo interés en ayudar a que los jóvenes se puedan convertir en ciudadanos productivos, autosuficientes, y satisfechos de poder contribuir a la sociedad en que viven. Estas personas estan dispuestas a ofrecer una parte de su tiempo y a compartir parte de su valioso caudal de experiencias para alcanzar las metas que se persiguen. En el Consejo deberá de haber representación de la industria, el comercio, la banca, las agencias del gobierno, el trabajo organizado, los lideres educativos, organizaciones cívicas y profesionales y personas de otros sectores de la comunidad, con reconocida capacidad en sus respectivos campos, que pueden colaborar de diferentes maneras para responder a las necesidades que se han expuesto en torno a nuestra sociedad y sistema educativo.

El Consejo puede ser un medio eficaz para ayudar a identificar las necesidades que tienen la comunidad en términos de la formación de recursos humanos y hacer las gestiones pertinentes para promover las medidas que puedan armonizar la oferta educativa a tono con esas necesidades. De igual manera proveer información y data significativa sobre el mercado de empleos, es un objetivo de esencial importancia que debe tener seria consideración por parte de este organismo.

Esto debe incluir todo el trabajo, servicio y oportunidad de adiestramiento que haya disponible para los jóvenes en la comunidad. Cabe la posibilidad de que con este esfuerzo se puedan ir dando los pasos inciciales para identificar los elementos básicos que deben componer un sistema de información ocupacional.

Las empresas y corporaciones privadas, agencias del gobierno, uniones laborables y otras instituciones de la comunidad a las que pertenenecen los miembros del Consejo, pueden ser de valiosa ayuda y respaldo para promover el adiestramiento y empleo de los jóvenes. Es de gran relevancia en el proceso educativo de un joven el que se le ofrezca la oportunidad de tener experiencias reales y significativas de trabajo, ya que puede poner en práctica las destrezas y habilidades relacionadas con su campo de estudio y a la misma vez conocer las alternativas que ofrece la comunidad a tono con las aspiraciones, potencialidades y limitaciones del individuo. El Consejo deberá poner todo su esfuerzo y empeño en promover el adiestramiento y empleo de los jóvenes.

El sistema de enseñanza tiene el deber y la responsabilidad de ampliar y fortalecer el programa de orientación y consejería ocupacional. El Consejo de Educación y Trabajo de la Comunidad puede ejercer gran influencia sobre ese particular. Como ejemplo de ésto, el Consejo podría comenzar a promover el que se haga un inventario de los servicios de orientación y consejería que ofrecen las escuelas, a fin de lograr el respaldo y la participación voluntaria de los diferentes componentes de la comunidad en el proceso de orientación ocupacional. También se podría fomentar actividades como seminarios, talleres de trabajo, conferencias, etc. con los directores, consejeros y orientadores de las escuelas con el propósito de que los mismos puedan comprender más cabalmente la interacción que debe existir entre el mundo de la educación y el mundo del trabajo. De esta manera los programas de orientación y consejería estarán cumpliendo parte de sus funciones más conscientemente.

Existe la necesidad de ir desarrollando en nuestros jóvenes a lo largo de toda su vida escolar, una conciencia clara con relación al mundo del trabajo. Se espera que el sistema educativo pueda incorporar a su currículo actividades que puedan proveer para la formación integrar del educando en términos del desarrollo de actitudes favorables en el sentido personal, social, sicológico, y económico del trabajo. A través de esas actividades los estudiantes podrán armonizar lo que aprenden en el salón de clases, exponiéndose a situaciones y experiencias reales de trabajo que les interesan y que les hace más relevante su formación educativa. De esta manera se le está dando la oportunidad de adquirir unos conocimientos que la escuela no puede proveerle, se le van desarrollando responsabilidades y actitudes deseables para funcionar dentro de un trabajo, así como las ventajas y desventajas que el mismo ofrece; más importante aún, es el hecho de que los jóvenes tendrán una idea más clara que los ayudará a definirse en sus aspiraciones de lo que quieren ser, ya que tendrán la oportunidad de conocerse mejor a si mismo con relación a sus destrezas y capacidades así como en sus limitaciones.

Ayudar a desarrollar el concepto de Educación Hacia el Mundo del Trabajo (Career Education) de tal manera que los jóvenes lo puedan comprender y valorizar en forma real y significativa, es una labor de primera prioridad que el Consejo debe de tener en su plan de trabajo.

El concepto de "Career Education" se incorpora en forma de actividades a las diferentes materias del currículo escolar y pueden participar estudiantes de los diferentes niveles educativos de nuestro sistema de enseñanza.

Otro de los aspectos en que el Consejo puede ejercer su influencia y respaldo es con relación a las restricciones de carácter legal y de otras índoles que limitan los programas encaminados a proveer adiestramiento y empleo a los jóvenes. Deben ser considerados entre otros: las prácticas que se usan actualmente para emplear los jóvenes, leyes de empleo de menores, regulaciones.

y estatutos de salud y seguridad, requisitos de licencias, leyes sobre salario mínimo etc. El Consejo también debe enfocar su atención hacia que las instituciones de enseñanza flexibilizen sus programas de estudios a fin de ofrecerles a los jóvenes la oportunidad de tener más tiempo disponible para realizar sus experiencias de trabajo. Si se quieren incorporar al currículo de educación formal más experiencias de trabajo, los administradores de las instituciones de enseñanza deberán hacer los arreglos necesarios para poder implementar con todo éxito estos programas. El Consejo podrá ayudar a que los administradores puedan comprender más claramente el objetivo que se persigue, ya que estará en posición de ofrecer alternativas y recomendaciones y a la misma vez hacer las gestiones para que implementen las medidas necesarias para el logro de esa meta.

Durante las últimas décadas se ha hecho un gradual redescubrimiento de la educación vocacional y técnica. Se ha visto la necesidad de incorporar la educación vocacional como parte integrante del sistema educativo total. La comunidad le asigna a las instituciones educativas la encomienda de desarrollar las destrezas intelectuales, morales, cívicas y ocupacionales que capaciten al individuo para la vida. La educación vocacional y técnica se integra con la educación general para preparar a los jóvenes para el empleo. Como necesidad apremiante de una sociedad en el proceso de industrialización se hace cada día más imperativo la demanda por más y mejores programas de educación vocacional y técnica, para satisfacer la demanda que hay en el mercado de empleos por personal diestro en este campo. Se espera que el Consejo de Educación y Trabajo de la Comunidad le ofrezca todo su apoyo y respaldo al desarrollo de estos programas, enfatizando en mejorar la calidad de los mismos y ofreciéndole la oportunidad a los jóvenes que están matrículados en ellos, de actualizar y/o complementar el proceso de enseñanza ocupacional mediante situaciones reales de trabajo y adiestramiento en la industria, el comercio, la banca y otros sectores de la comunidad.

El Consejo como un organismo autónomo puede establecer prioridades para atender las diferentes áreas de trabajo que hemos señalado anteriormente, pero también se pueden traer otros aspectos que no han sido considerado y que los miembros de este organismo consideran pertinente atender.

En conclusión, el Consejo debe ser un organismo formado por personas de diferentes sectores de la comunidad que colaboran en forma voluntaria para ayudar a buscar nuevas soluciones y alternativas viables a la problemática de la transición de los jóvenes entre el mundo de la educación y el mundo del trabajo. La aportación mayor de estas personas será, su disponibilidad de servir, sus experiencias y la cooperación que brinden para la consecución de la metas del proyecto. Los objetivos inmediatos son:

1. Servir de enlace entre la educación, la comunidad y el mundo del trabajo.
2. Ayudar a identificar las necesidades que tiene la comunidad (industria, comercio, gobierno, etc.) en término de la formación de recursos humanos y lograr que las instituciones educativas puedan ofrecer un currículo realista, que prepare a los jóvenes para el mundo del trabajo.
3. Promover el adiestramiento y empleo de los jóvenes para ofrecerle a éstos la oportunidad de tener experiencias reales y significativas de trabajo.
4. Proveer información y data significativa sobre el mercado de empleos.
5. Desarrollar un programa eficaz de orientación a los jóvenes sobre las perspectivas actuales y futuras del mundo del trabajo.
6. Promover y fomentar actividades como seminarios, talleres de trabajo conferencias, etc. con los directores y consejeros de las instituciones educativas a fin de que los mismos puedan comprender más cabalmente la interacción que debe existir entre la educación y el mundo del trabajo.
7. Identificar, analizar y hacer las debidas recomendaciones ante las agencias concernientes, con relación a las restricciones legales y de otras índoles que limitan los programas encaminados a proveer adiestramiento y empleo a los jóvenes.
8. Fomentar el desarrollo de los programas de Educación Cooperativa entre la escuela y la industria.

9. Promover un mejor entendimiento de parte de la comunidad, con relación a los problemas y necesidades que confronta la educación hoy día.

10. Respaldar y fomentar los esfuerzos que vienen realizando diferentes instituciones públicas y privadas con relación al desarrollo de programas de empleos y adiestramiento para jóvenes, de manera tal que se puedan integrar y hacer un mejor uso de los recursos disponibles.

11. Ayudar a desarrollar en forma real y significativa el concepto de Educación Hacia el Mundo del Trabajo (Career Education).

12. Ayudar al sistema educativo en su esfuerzo por fortalecer y ampliar los programas de orientación y consejería ocupacional.

13. Ayudar al desarrollo de los programas de educación vocacional y técnica, enfatizando en la calidad de los mismos y ofreciéndole la oportunidad a los jóvenes de actualizar y/o complementar el proceso de enseñanza ocupacional a través de situaciones reales de trabajo.

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COMMUNITY WORK-EDUCATION COUNCIL
BAYAMON REGIONAL COLLEGE
INTERAMERICAN UNIVERSITY

FINAL EVALUATION REPORT

By:
Consultores Asociados de Puerto Rico, Inc.

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I. Introduction

A. Background and Scope

The Community Education Work Council started operations on March 1977 at the Bayamón Regional College, Interamerican University. The Project is sponsored by the American Association of Community Colleges. The Bayamón project forms part of a consortium of around 22 projects of this type working with the common objective of smoothing the transitions between education and work. This objective is justified clearly in the following words by Willard Wirtz:[1]

> If society has become a complex forum that requires bigness and specialization, and requires collaborative ventures to close the wide gaps which are thereby opened, we must accept those facts to the extent the hands of the clock go in one direction. But if what is ticking away is our ability to retain our humanity in the face of a tremendous sense of loss of community as we used to know it ...is not again obtainable, then we have to invent its more modern equivalents. ...Creating Community Education Work Councils is one way of restoring the balance needed to achieve successful transitions between education and work, youth and adulthood.

This report constitutes the third and last evaluation report on the Bayamón Regional College Project. It is a summative evaluation and, as such, integrates findings from prior reports with findings from the evaluation of the performance of the last two months. It also intends to evaluate outcomes in a comprehensive way, taking into consideration the opinions of Council members and project staff.

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[1] The Work Education Exchange, Vol. I, No. 1, 1977.

B. Methodology

The evaluation of this project has followed the methodology described below.

First, the theoretical model behind the project was thoroughly analyzed.

Second, during the duration of the project the evaluators observed its development. They attended several meetings of the Council to see it working in order to determine the Council's decision-making process.

Third, members of the Council were interviewed in order to determine their views of the role of the Council, their plans, etc.

Fourth, all documents produced by the Council were thoroughly studied in order to determine the level of development of the project.

Fifth, the results of the three seminars were analyzed.

The evaluations of the participants for each seminar were reviewed and compared.

Sixth, the occupational guide was studied to determine its usefulness as an instrument to guide students in the working world.

Seventh, a final questionnaire was administered to each member of the Council in order to determine their views at a later stage of the project, their plans and their satisfaction with the project, etc.

Finally, future plans of the Council were reviewed.

All the information acquired was analyzed with two main criteria in mind: the compatibility of the work done with the main objectives of the theoretical model behind it; and the Puerto Rican environment which greatly affects the development of community projects due to lack of experience in this type of project. For the final evaluation of all the data, interdisciplinary group discussions were conducted at Consultores Asociados de Puerto Rico, Inc.

II. The Model and the Proposal

The project discussed in this paper has been designed along the lines of a model developed by Willard Wirtz and the National Manpower Institute. The main purpose of this model is the integration of the academic world with the labor market.

The integration between both areas is proposed in a two stage plan. Stage one is oriented towards enlarging the views of the community decision makers by making them realize the fact that their operational decisions have an impact beyond that of their agencies or establishments. Stage two is oriented to the broader problem of use and development of human resources by addressing to specific problems: breaking up the education-work time traps and developing instruments that will serve to improve the development of human resources.

A. Stage one

Stage one is designed for an approximate period of two years. Stage two for five years.

Stage one is made up of the following parts:

1. The establishment of a Community Education-Work Council integrated by the following members: school officials, employers, members of labor unions and members of the public. This Council will be responsible for the development, administration and evaluation of education-work programs.

2. The development of an Occupational Outlook and Career Information reporting system. This information system will provide the community with projections on the manpower

needs per occupation (demand for labor) and the resources involved in the development of the supply of labor per occupation.

This will serve three main purposes: first, to determine if the academic world is responding to the needs of the labor market, i.e., if people are being trained for professions which have a demand in the labor market; second, to allow for proper planning in the academic world, so as to channel its resources towards the development of the required human resources; third, reduce waste of training resources, by allowing proper matching of requirements and training.

3. Career Guidance and Counseling to be provided to all high school and college students.

This way students will be informed on the professions which will have more demand and their academic requirements.

4. Develop, as a community responsibility, programs to familiarize high school youth with work and service, to provide them with at least 500 hours of work or service experience.

This will give students a first hand view of the requirements of the labor market, what will allow them to make their education decisions better tailored to their needs and opportunities.

5. The institutionalization of an optional break in the formal education sequence.

This will allow students who are disenchanted with high school to leave it for a year or two and come back without having to pass through burocratic procedures which at present deter students from coming back to school.

Career counseling, work-study experience and an institutionalized leave of absence from school will improve the use and development of human resources. It will reduce unemployment by channelling students into a profession for which there is a demand. It will reduce student frustration that arises from being trained either in a profession in which there is no demand or on a profession whose requirements they did not foresee while they were at school. It will help keep a larger percentage of the population in a productive activity by reducing the conflicts between being at school and at work.

6. The analysis of the effects that the laws, practice and customs have in people's movements between school and work.

This will allow society to determine the cost and benefits that its laws and practices have in the development of human resources.

7. The development of a more effective capacity for the integration of education and work policies at national level.

This will result in higher coordination between the policies developed at community level with those at national level, so they can all respond to a master plan for the development of human resources.

8. The establishment of a Work Institute.

This will serve to perpetuate the work of the Council by institutionalizing its role.

9. The removal of all regulatory strictures that limits the use of public education facilities.

This will increase the use of training resources which in turn will result in lower costs for the work of the Council or in the future of the Work Institute.

10. The revision of unemployment insurance laws and regulations to encourage the use of periods of unemployment for training and education.

This will help reduce chronic unemployment by the retraining of unemployables in occupations for which there is a demand.

11. The improvement of present measures of employment and unemployment in order to:

a. provide adequate local as well as national data,

b. better reflect the social effects of unemployment,

c. reflect the effect on work done out of the labor market,

d. report employment and unemployment by various specific groups such as occupations, etc.

Stage one will improve the use and development of human resources by guaranteeing better decision making. In order to improve decision making on human resources, the level of information and the degree of flexibility of the three main components: the employers, the academic personnel and the students should be improved.

The interchanging of ideas between the three groups is stimulated in Stage one by the establishment of the Council as a meeting arena. This role is later institutionalized in the establishment of the Work Institute.

The level of information of the three groups is also increased by: the development of projections on the demand for labor and the generation of statistics on training resources and the improvement of statistics on employment and unemployment.

Their flexibility is improved by the establishment of the Council and the Work Institute and by the revision of laws and practices which limit their interactions.

The level of information of the students is increased through career counseling and work-study programs. Their flexibility through the institutionalization of the leave of absence for work and through the work-study programs.

B. Stage two

As stated before, this model considers a second stage of development where activities which take a longer period of time (5 years approximately) to develop are designed. In addition to improving the decision making process, these activities are oriented towards breaking up the education-work time traps.

The activities designed in the model are the following:

1. Guaranteed access to free public education to any adult who has not received twelve years of formal education.

2. All adults be recognized as entitled to the equivalent of one year's Deferred Educational Opportunity.

These two propositions will help break the education-work time traps. They will contribute to improve the quality of the labor force by making it more in tune with the requirements of the labor market. It will also help reduce chronic unemployment of a group of the labor force who did not have good education opportunities.

3. Publication of adequate measurements of the development and use of the human resource.

This will improve decision making of individuals, agencies and academic institutions by increasing their level of information.

Finally, the efforts to integrate the community in the decision making process for the development of human resources should be a constant activity with high priorities.

C. The Proposal

The Proposal is oriented towards the development of the Stage One of the model described above.

The need for this project is generated by the lack of coordination between three important segments of the Bayamón Region: the employers, which generate the demand for labor; the students, which create the supply of labor; and the academic world, which shapes the student population. The lack of coordination between these groups results in a large percentage of unemployment, a number of unfilled vacancies, lower levels of productivity, and a large part of the educational resources inefficiently used.

The Bayamón Region includes the towns of Bayamón, Cataño, Corozal, Dorado, Naranjito, Toa Baja, Toa Alta, Comerío, Guaynabo, Aguas Buenas, Vega Baja, with a total population as of the 1970 Census of 424,959. The Bayamón Region is very heterogenous with a high percentage of rural population or of families in which the parents live in the rural areas. It is also a highly industrialized area which requires a trained labor force. The academic institutions receive a high percentage of people with a rural background and have to teach them to function efficiently in a highly industrialized environment. The importance of integrating these three sectors can be easily verified in the Bayamón Region.

The Interamerican University has previous experience in this type of project. This motivated them to propose the development of Stage One of the model described above. Experience developed through the Cooperative Education Program in which the Bayamón Regional College maintains a close relationship with community groups such as industrial and business concerns, labor unions, Department of Labor, state and municipal government, and with other educational institutions. This experience has proven to the Bayamón Regional College the importance of maintaining a close relationship with the sectors it directly or indirectly serves.

The Community Education Work project was conceived as a stimulator that will serve to integrate all the important components in the development of human resources. In a sense, as a way of generating in other institutions the type of experience the Bayamón Regional College was having in its Cooperative Education projects.

The project outlined in the proposal was to be developed in seven months and its major goal was the establishment of the Council as a necessary first step prior to further development.

In the action plan of the Proposal the objectives and activities described relate to those of Stage One of the model. These objectives were:

1) Set up of project ground base.
2) Organization of Council.
3) Organization of Vountary Corps to serve as an instrument for the Council to reach the community.

4) Develop counselor advisor services.

5) Develop a local occupational information system.

6) Coordinate work placement with educational instruction.

7) Enhance the concept of career education.

8) Promote educational changes.

The Council is not intended to be operational. It was designed to serve as a link between the education, work and community in the spirit of the model discussed above. It was designed to be an integrated organism with representation from different components of the community. These components are:

- industrial sector
- civic community
- public sector (local)
- student body
- organized labor
- community at large
- religious groups
- family unit

The total number of members was not to exceed seventeen. The Council was expected to determine its own organizational structure and its work plan. The Council should also devise methods to guarantee its self-perpetuation. It is expected in the proposal that by the time federal funds are no longer available, the community has felt the impact of the Council and will be willing to continue financing its activities.

The program is designed to be developed by a corps of volunteers from the community. The Interamerican University will offer its physical facilities, some materials and equipment and organizatinal support.

III. Evaluation

A. Organizational Aspects

1. Creation of Administrative Office

Evaluation of the first aspect considered recruitment and selection techniques, qualification of personnel, adequacy of training, physical facilities and collaboration rendered by the Regional Colleges Administration.

At the end of this first stage of the Project the evaluators conclude that the processes involved in the selection of personnel were adequate and resulted in the selection of qualified persons for positions within the project. Physical facilities assigned to the administrative office were also adequate for this period. The Regional College Administration at all times collaborated with the project providing meeting space, materials and professinal resources.

At time of the first evaluation the Project was behind schedule due to the fact that the person initially selected for the position of Director of the Project was unable to stay. This had the following negative effects:

1. Training for present Director had to be short.
2. The work load was increased in an effort to make up for the time lost.

The evaluators consider that in the absence of these circumstances, outcomes of this project would have been greater. They recommend that upon completion of its first year the Project Director visit other projects so that he may be exposed to different types of organization, different strategies, different prioritization of objectives, etc. They also recommend the organization of a seminar evaluating this first year. This seminar should include participation of Council members, the Regional Colleges Administration Officials and, if possible, of project sponsors. This activity will serve a double purpose. It will serve as an important training activity and it will serve as a solid ground for planification of future activities.

The evaluators were able to observe record keeping and other administrative strategies used by the project during the whole period. As stated in previous reports the Project kept adequate records of all ongoing and past activities, prepared clear and precise minutes of meetings, maintained record of assistance to meetings and activities, filed copies of all correspondence with various sources, including frequent written communication with Council members, and also maintained a detailed record of expenses.

This summative evaluation pursued the opinion of Council members in regards to the above mentioned administrative aspects.[1]

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[1] The instrument used was described in Section I-B (Methodology).

2. Organization of the Council

(a) Recruitment

The process of organizing the Council can be traced to the Proposal for the Project since some influential members of the educational, industrial, commercial and public sectors endorsed the idea of the formation of a Community Work Education Council and committed themselves to participate if the idea materialized. In fact, approximately 62% of the persons and/or institutions who endorsed the original proposals are still active members of the Council. The experience accumulated by the Regional College with Cooperative Programs was of great help since it had developed a link with important sectors in the community. Also, the persons in charge of the Project have had useful work experience since they were known and had access to some of these sectors.

As illustrated in Table I, recruitment efforts made had excellent results since approximately almost a hundred per cent of those persons invited to participate initially accepted and of those, nearly 68% are still active members of the Council.

The fact that the Regional College and personnel of the Project had established valuable links with the community as a result of previous work helped ease the recruitment of prospective members for the Council, a process that would have been very difficult in view of the absence of a tradition for voluntary work in our island and in view of the low esteem assigned to vocational programs and career education in general.

TABLE I

Manufacture	Business	Banks	Educational Institutions	Civic Organizations	State and Municipal Programs	Labor	Students	Total
8/6	3/3	3/0	8/6	2/1	8/5	2/1	1/1	35/23

Numbers at the left of the (/) represent the number of persons invited to participate; numbers at the right represent actual active participants.

The evaluators insist on these points because they firmly believe that they should be taken into consideration as the basic elements for this evaluation, which in a sense, make this Council unique, reducing the level of comparability with similar projects in the United States. The evaluators also want to establish that this is not intended to serve as justification for the Project's shortcomings but as basic obstacles that had to be tackled in order to be successful. In fact, the evaluators are of the opinion that development of the project within this short seven month period produced above-average results that would have been of an acceptable nature even in the absence of the aforementioned basic constraints.

The evaluators consider that the Project needs improvement in the tasks of informing the community and involving more members in the Council. They are aware that the initial period was too short to allow for full development of the Council and for involvement of the area covered by the Project. They recommend the development of a plan to publicize the Council along the whole set of towns covered by the Project and to attract members from the different sectors from this same set of towns. This activity should start immediately after the evaluation seminar recommended before (see page 2) which will allow participants to have a clear understanding of what happened during this first period and what were the main positive and negative factors or outcomes. Interviews to Council members agree with the need for more publicity and the need to attract members from banking institutions and civic and religious organizations.

Future recruitment strategies could be based on this past experience. Divulgation of outcomes and products (such as those discussed in Part III-B of this report) will undoubtedly allow for positive results. Personal visits to prospective members is considered the most valuable technique as an initial step. This will require that the Director dedicate nearly 70% of his time to visit prospective members in these other towns within the area. After this initial period, he can reduce this portion to the 50% he is actually consuming and adjust it from the on according to his better judgment of program needs at a given time.

(b) Formal Organization

The first Council meeting was held May 31, 1977. It was a dinner meeting, in order to give it a touch of a social gathering as an additional motivating strategy. The activity was a complete success since almost all persons who had committed themselves to assist were true to their promise. The community was represented by 35 prominent leaders from different sectors. The evaluators take this as evidence of efficient recruitment procedures.

As staged before, this first meeting served the purpose of further explaining the nature of the project and its importance in terms of integrating education and work. Speakers expressed belief that community participation was considered a novel and indispensable element towards the attainment of the main objective of projects of this nature. The questions and answers period revealed an ample degree of motivation and interest. Since the very beginning, the project was focused mainly on the youth. This emphasis revealed knowledge of the problem of unemployment in Puerto Rico which is substantially higher among young persons. The need for an effort towards a fruitful integration of school and work was discussed and recognized by participants.

A second meeting was called for June 14. At the second meeting of the Council the group decided to elect a steering committee with representation from each sector of the community to act as the ruling body until the Board of Directors could be elected. A strategy to attact further community involvement was agreed upon. Each member would try to stimulate participation of other persons within each sector. This strategy proved to be effective in some cases.

By mid-July the Council completed the process of formal organization electing its officials and its Board of Directors. This organization substituted the previous steering committee which had acted on an interim basis. The final formal organization retained the work groups formed under the steering committee, an organization that allowed for restructuring work procedures in more efficient ways. Additional work groups were organized at a later date to provide for the attainment of specific goals. Intense committee work substituted prolonged and continuous plenary meetings where specific outcomes were difficult to obtain. *The restructuration of work procedures in accordance to recommendations made by the Project Consultant and by the evaluators speak favorably of administrative officials of the project and demonstrate their openness, flexibility and change proneness, qualities that tend to obliterate in our highly beaurocraticized society*.

The opinions of Council members also reveal their positive evaluation of project staff. They agree that meetings should be held once a month and insist that they should stick to the agenda and the time limit. Council members also point out that organization of the Council has been beyond what they expected since they are well aware of the difficulty of organizing durable voluntary groups in Puerto Rico.

Plenary meetings at the first stages of the Project were necessary and effective, even beyond the election of officials and the determination of the action plan. They served as a useful forum where members form different sectors, now united by a common interest, could confront each other. The evaluators observed some of these meetings and were able to validate this opinion.

One interesting example arose when one of the persons representing the industrial sector was highly critical of vocational training in the area and of the lack of planning present in some activities developed by vocational schools. Representatives of these schools explained their limitations in terms of resources, in terms of their dependence upon previous work with students done by teachers and counselors and which fall beyond their control and in terms of cultural factors. To a continental plant manager it was outrageous that a student of a school sponsoring a visit to a plant, upon recognizing a friend or relative employed by the plant, would go talk to him for a long time distracting him from his work. He interpreted this as a failure of the school. Representatives of the school assured him that they instruct their students about the proper conduct to be followed during the visits but that cultural attitudes and values are not so easily modified. The result of this interchange, intended here as an example, was fruitful to both sides and increased the level of understanding between them.

For this reason, plenary meetings should be maintained, not only for the purpose of going through the work of the committees but to preserve this valuable function of gripe or rap sessions. The evaluators believe that although Council members may not be conscious of the usefulness of these sessions, they have been most useful in developing higher understanding of the needs of the different sectors and of the need to integrate them further.

Work procedures for the future should consider the need for an adequate balance between the two strategies presented, i.e., intensive committee work and plenary meetings. The two should be adequately combined.

At present, there are two additional committees, aside from the initial three work groups, that are working in specific areas towards specific outcomes (which will be discussed later in this report). These two committees are:

1. For the revision of the instrument developed to gather the necessary data for the study about the employment requirements of the industrial and business sector in the area.
2. For the evaluation of the work plan as it was modified.

(c) Development of Objectives and Work Plan

The general objective of this Project as explained in the Proposal and in the informative material initially prepared to publicize the Project, refers to the need for an effort to integrate work and school in order to make a better use of our human resources. The role of the Council in attaining such an objective as described previously. This general objective is clear to all Council members as was evidenced in the interviewes made by the evaluators during their second process report. This summative report reiterates the existence of adequate comprehension and commitment of members with this general objective.

In accordance with the general objective, a preliminary action plan was devised and included in the Proposal as a guide for the Council. This was only intended as a point of departure but the Council had the responsibility of designing its own action plan according to its perception of specific objectives their prioritization and the best ways to attain them.

This required a great deal of effort from the part of the Council since it was not always clear whether they were intended as an operational or as a merely influential group. This conflict was present and had to be dealt with. The evaluators made some recommendations to provide for professional help which were implemented. This allowed for the development of valuable ideas of Council members that eventually will materialize in specific outcomes for which the Council can take pride. These outcomes will, in turn, help the future development of the Council and fortify its role as an influential body. The evaluators believe that these first seven months of the Project should be judged from this perspective. The organization of the Council is substantially solid, the general outcomes are very significant, the specific outcomes are modest but of great value to the future development of the Council.

The first work plan included in the Proposal (see Appendix 1) was ambitious and, in our opinion, beyond realization in a seven month period. It was really, and maybe it was intended as such, a long term program.

The first step taken by the Council in regard to the work or action plan was to prioritizise some areas within the plan. They decided to concentrate on three areas:

1. determination of requisites for employment among industry.
2. determination of requisites for employment among banking institutions and commerce.
3. development of a plan to improve guidance and counseling services in the area.

Work groups were organized to deal with these three areas and meetings of said groups were scheduled. A preliminary report of their efforts was promised for the next meeting.

The evaluators had anticipated that the work groups would find out that the activities that had to be performed in order to get some results would require time and resources beyond what a group of very busy people like them could offer. The matter was discussed with the Project Director and he fully agreed.

When the prelimianry reports of the work groups were presented they themselves established their limitations and their needs. The Project Director was ready to offer professional help both in the process of definition of objectives and selection of appropriate processes to fulfill them as in the implementation of those processes.

The Council agreed upon the need for further definition of the Action Plan and dedicated its next two meetings to complete it, at least in a preliminary form. The Project Consultant has worked closely with the Project to provide the necessary help in the process implementing some important activities defined in the Work Plan which were given first priority by the Council.

The Action Plan was defined by means of a problem-solving approach. The Council first proceeded to define problem areas in the work-education relationship. When a problem was clearly identified, the Council proceeded to define its objective in relation to that problem. Once the objective was clear, they proceeded to suggest activities needed to satisfy those objectives.

The Council agreed upon 10 main objectives and for each one suggested activities to be performed. The next step to complete this Plan involved definition of short range and long range objectives. A committee was created to complete this task.

The plan approved at this second stage of development was still ambitious. It is very detailed containing specific goals and activities. The main objectives were the following:

1. Provide help to orientation and guidance staff in an educational institution and schools to upgrade their ability to respond to the real needs of the world of work.

2. Coordinate and utilize the resources of business, bank and industry to identify employment requirements.

3. Make an inventory of local occupational demands.

4. Emphasize the need for improving technical and vocational programs and promote orientation about the future opportunities in these fields.

5. Promote the development of training programs that offer opportunities for inside practice in industries, business, banks, private and public institutions.

6. Develop a program to help both educational and industrial organizations to understand the proper relationship between work and school.

7. Develop an information system that will enable the Council to offer adequate suggestions to the educational system personnel on how to obtain a correspondence between educational curricula and community needs.

8. Plan and help implement an occupational information center addressed mainly to youth.

9. Orient employers and educators upon the advantages of re-training.

10. Help the educational system in the development of Cooperative Education Programs.

Upon examining this work plan the evaluators concluded that "Members must not involve themselves in many things at a time. They should establish priorities sensibly and intelligently with a building-up approach in mind. This approach will maintain the interest and enthusiasm of the group which, up to now, has been considerably high."[1]

Upon revision of this work plan, the Council was aware that it was a long range plan and that further revision was necessary to provide for a short range plan that could be completed during the first year. The committee created for the purpose of revising this plan agreed upon seven main specific objectives and defined their corresponding activities and goals (See Appendix 2). This revision received full support from the Council.

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[1] Second Report, page 24.

The seven objectives finally agreed upon were:

1. Provide help to Counseling Programs to enhance their capacity to respond to the realities of the work realm.

2. Establish employment requirements of industrial and commercial sectors in the area.

3. Examine legal constraints to the employment of minors.

4. Determine the need of Counseling Programs in terms of occupational orientation.

5. Collect and disseminate relevant data concerning present and projected occupational demand.

6. Promote Cooperative Programs among industries.

7. Recommend and try to interest pertinent government agencies in the creation of an occupational information center.

As will be seen in Table II these are more realistic objectives and they have remained consistent with the initial ones. The initial effort will serve as an agenda for the future. The evaluators believe that the process of readjusting the objectives has been of great intellectual value in providing for an integrated view of the problem and of a wide variety of alternatives to

TABLE II

THREE STAGES IN THE DEVELOPMENT OF OBJECTIVES

Stage I The Proposal	Stage II First Plan Produced by Council	Stage III Revised Plan
1. Set up of Project ground base.	1. Provide help to orientation and guidance staff in an educational institution and schools to upgrade their ability to respond to the real needs of the world of work.	1. Provide help to Counseling Programs to enhance their capacity to respond to the realities of the work realm.
2. Organization of Council.	2. Coordinate and utilize the resources of business, bank and industry to identify employment requirements.	2. Establish employment requirements of industrial and commercial sectors in the area.
3. Organization of Voluntary Corps to serve as an instrument for the Council to reach the inner community.	3. Make an inventory of local occupational demands.	3. Examine legal constraints to the employment of minors.
4. To develop counselor advisor services.	4. Emphasize the need for improving technical and vocational programs and promote orientation about the future opportunities in these fields.	4. Determine the need of Counseling Programs in terms of occupational orientation.
5. To develop a local occupational information system.	5. Promote the development of training programs that offer opportunities for inside practice in industries, business, banks, private and public institutions.	5. Collect and disseminate relevant data concerning present and projected occupational demand.
6. To coordinate work placements with educational institutions.	6. Develop a program to help both educational and industrial organizations to understand the proper relationship between work and school.	6. Promote Cooperative Programs among industries.
7. To enhance the concept of career education.	7. Develop an information system that will enable the Council to offer adequate suggestions to the educational system personnel on how to obtain a correspondence	7. Recommend and try to interest pertinent government agencies in the creation of an occupational information center.
8. To promote educational changes.		

TABLE II (cont.)

Stage I The Proposal	Stage II First Plan Produced by Council	Stage III Revised Plan
	7. (cont.) between educational curricula and community needs.	
	8. Plan and help implement an occupational information center addressed mainly to youth.	
	9. Orient employers and educators upon the advantages of re-training.	
	10. Help the educational system in the development of Cooperative Education Programs.	

deal with it. From here on, development of future action plans will be more realistic and will easily fall within the framework of the general objectives pursued.

B. Evaluation of Outcomes

1. General Outcomes

As has been previously established, this Project has had outcomes of two types: those that are intangible and only seen and/or measured indirectly and those of a more tangible nature that can be judged on the basis of more objective criteria.

Most outcomes of the first type have been mentioned in previous sections of this evaluation. The evaluators will list them and add the one that was not previously mentioned.

1) In spite of the limitations imposed by the short period given tho this Project, it was able to adequately organize a group of persons representing most sectors of the community. This group has been very active and has maintained their enthusiasm, a fact that speaks favorably of the Project and of its future development.

2) The Council has served for the development of a common understanding among different sectors which seldom have the opportunity for this interchange of ideas thus creating further gaps of communication and increasing existing misconceptions. All members interviewed agreed that attracting members had been the Council's main achievement, even when it had also been its greatest limitation. As one Council member put it: "In reality

we did not face any major problems. We faced the same problems any new organization will face trying to get started."

3) The Council went through a process of elaborating a comprehensive action plan that allows for an integral view of the nature of this Project. It also went through the process of reducing it to a functional one without disassociating it from the general context.

4) The Council was able to conform to recommendations of more efficient work strategies by combining intensive committee work with more spaced plenary meetings.

5) The Council has opened several important avenues to project itself towards statewide organization and agencies such as the Department of Labor, the Department of Education and the Manufacturers Association.

2. Specific Outcomes

This part of the evaluation will focus on some specific outcomes of the Council's performance during the period covered by this summative evaluation. In general, these outcomes were found consistent with the model described in Part II and with the Proposal that originated the Project. Two of the outcomes discussed have not been fully completed but will be completed in the remaining two months of the Project and prior to the beginning of the second year.

The evaluators believe that these outcomes have contributed to the involvement of Council members and that they will be instrumental in the future development of the Council. The sense of achievement resulting from these activities has increased the group morale and has solved much of the initial conflict regarding the role of the Council which was fully discussed in the second evaluation report.

a. The Seminars

The work-study Council developed three seminars as part of its work program. The main purposes of these seminars were to acquaint the community with the Council, and to discuss specific problems in order to increase coordination between the different sectors of the community.

The seminars conducted were:

1. Seminar on unemployment
2. Seiminar on Consumerism
3. Seminar on work and education

The first two were co-sponsored by the Council; the last one was its sole responsibility.

The objectives of each seminar and their evaluation are discussed below.

1. Seminar on unemployment

This seminar was conducted June 29-30, 1977. It was co-sponsored by the "Program on Continuing Education" and the Work-Study Council. The main objective of the seminar was to explain the unemployment situation in Puerto Rico, in general and for specific groups. The subjects discussed were:

1) Unemployment: Industrialists' efforts and existing legislation

2) Uses of Federal funding to fight unemployment

3) Unemployment among immigrants

4) Historical view of the unemployment problem in Puerto Rico: causes and effects

5) Unemployment among the adult population

6) Unemployment among the youth

The subjects were very properly selected as they focused on the key aspects of the unemployment problem in Puerto Rico. They gave a historical and legal background; explained the role of two main sectors: the industrialists and federal funding; and finally, explained the situation of subsets of the population which are highly affected, and highly affect, the employment situation in Puerto Rico: the young adults and the migrant population.

Sixty three persons attended this seminar. About half of them from the education sector. The other half from government agencies and some private businesses. Each person that attended the seminar filled in an evaluation form. The results of this evaluation appear in Table 1.

TABLE 1. Seminar on Unemployment

	None	Poor	Regular	Much
A. Relevancy of the seminar				
1) Provided participants with a better view of the unemployment problem in Puerto Rico	0	0	5/19%	21/81%
2) Improved participant work performance	0	3/12%	10/40%	12/48%
3) Increased the capability for evaluating performance of participants' agency	2/8%	1/4%	9/39%	11/48%
B. Evaluation of the seminar	Poor	REgular	Good	Excellent
1) Organization	0	0	17/65%	9/35%
2) Contents	0	1/4%	9/35%	16/61%
3) Subject discussion	0	0	17/65%	9/35%

As shown in table 1, the seminar seemed relevant to the majority of the attendants. It gave them a better view of the unemployment problem in Puerto Rico, helped to some extent in improving the participants' work performance and to a lower extent increased the capability for evaluating their agencies. The seminar seemed well organized and the subject discussion well taken.

2. Seminar on Consumerism

This seminar was conducted on September 14, 1977. It was co-sponsored by the "Continuing Education Program" and the Council. The main objective of this seminar was to educate the consumer in their rights. The subjects discussed were:

1) The consumers and automobile market
2) Rights and duties of the consumer

The topics selcted were pertinent to the objective of the seminar. But in this case the objective of the seminar was not as directly related to the scope of the Council as the one on unemployment. The main interest of the Council for participating arises not so much from the topic of discussion but from the opportunity of meeting with different sectors of the community in order to interest them in the Council's work.

Forty five persons attended this seminar. Almost half of them from the education sector. The other half with a very high percentage of people related to the Consumer Sector.

The participants' evaluation of the seminar, as it appears in Table 2, was very favorable. It was not considered as relevant as the one before, but it was considered better organized and the subjects of discussion better taken care of.

TABLE 2. Seminar on Consumerism

	None	Poor	Regular	Much	N/A
a. Relevancy of the seminar					
1) Provided participants with a better view of the unemployment problem in Puerto Rico	4/15%	1/4%	9/35%	4/15%	8/31%
2) Improved participant work performance	2/7%	3/10%	6/21%	11/38%	7/24%
3) Increased the capability for evaluating performance of participants' agency	2/7%	4/14%	5/17%	11/38%	7/24%
B. Evaluation of the semianr	Poor	Regular	Good	Excellent	
1) Organization	0	1/5%	11/34%	20/63%	
2) Contents	0	0	6/19%	26/81%	
3) Subject discussion	0	0	6/19%	26/81%	

3. Seminar on Work-Education

This semiar was conducted in October 13, 1977. It is the first seminar solely sponsored by the Council. The subject of discussions shows its direct relevancy with the purposes of the Council. It is a seminar that integrates two important sectors of the community: the employment market and the academic sector.

The subjects discussed were:

1) The coordination between the supply of academic services and the needs of the community
2) Occupational counseling and the labor market.

The subjects selected are directly related to the scope of the Council. The agenda followed for this seminar was somewhat different from that of the others. It involved more group work with two main subjects of discussion presented by two participants and a longer period of time dedicated to discussion by the rest of the attendants. In this sense it showed more the spirit of the Council in which different sectors of the community integrates in one decision-making group.

The Council gathered relevant materials and made them available to seminar participants. These materials dealt with:

- The role and scope of the Council
- The Commonwealth Guaranteed Employment office
- The Commonwealth Employment Service
- Fomento Económico (Economic Development office): its role and projections for the next 10 years
- Historical review of the industrial development in Puerto Rico and projection for the future
- National Alliance of Businessmen: Annual Report, and Youth Programs.

Fourty four persons attended this seminar. About 75% from the education sector. The opinions of the participants of this seminar are shown on Table 3. The questionnaire used is different from that used in the other seminars. For this reason, direct comparison is not possible, but in general, it can be seen it has the highest number of attendants were pleased with the work done. (See Table 3 on next page).

Council members view

The Council members were interviewed to determine their knowledge of the purposes of the seminars and their opinion as to their relative importance. All members clearly understood the objectives of the first and last seminars. Most of them knew the objective of the seminar on consumerism. The seminars, as a

TABLE 3

A. General Views	Excellent	Good	Poor
1. Location and Physical Facilities	21/88%	3/12%	0
2. Time and date	16/73%	6/27%	0
3. Time distribution	11/46%	13/54%	0
4. Quality of human resources	15/44%	19/56%	0
5. Quality of participants' discussion	9/37%	15/63%	0
6. Relevancy of activity with participants' work	14/56%	9/34%	0

B. Morning Subjects	Agree	Partially Agree	Do not Agree
1. Subject discussion was clear	17/74%	5/22%	1/4%
2. Ideas presented were the most important ones	16/70%	7/30/	0
3. Problems presented were real ones	21/91%	2/9 %	0
4. Adequate information was provided	16/73%	5/23%	1/4%
5. Participants were allowed to present doubts	23/100%	0	0

C. Afternoon subjects	Agree	Partially Agree	Do not agree
1. Subject discussion was clear	20/83%	4/67%	0
2. Ideas presented were the most important ones	22/92%	2/8%	0
3. Problems presented were real ones	20/83%	4/17%	0
4. Adequate information was provided	19/79%	5/21%	0
5. Participants were allowed to present doubts	23/96%	1/4%	0

group, were considered third in terms of their relative importance (with the survey on employment requirements, and the occupational guide first and second). The most important seminar was considered by the majority to be the Work-Education Seminar; the least important the seminar on Consumerism.

The seminars are a good way of disseminating the role of the Council and motivating people to participate in it. It is considered advisable to invite people from a greater variety of sectors than the ones attending now. Although it is recognized that the lack of experience of this population in community activities make it difficult for the Council to attract them, all efforts should be made to include more students, parents, and people from the employment sector.

The seminars do not produce a tangible product, but nevertheless are a key instrument for integrating the community on one subject. They are highly in accordance with the spirit of the model behind the Council.

b. The Occupational Guide

This product resulted from the preoccupation among Council members about the problem of unemployment among youths. They estimated that one of the causes of unemployment is the inadequate process of selecting an area of study.

The development of an occupational guide would constitute an initial step in the upgrading of this process since it would serve the purpose of smoothing the transition between school and work.

After approval of this project as a main priority, the Council decided upon contracting the services of a qualified person to prepare the guide.

The evaluators examined the qualifications of the consultant hired for this purpose and determined that his formal education and some of his work experiences are consistent with the development of the expertise this particular endeavor demands.

The consultant has produced a first draft of the Guide which consists of two major parts and some relevant addendums on the subject of how and where to search for a job. The first part includes some exercises designed to help the student identify his occupational interests. The second part is addressed to the question of where the student can and should go once he has identified his interest.

The evaluators have read the Guide very carefully, since this activity was considered the second most important by members of the Council. The evaluators consider this preliminary draft as a valuable working instrument. Final revision should consider the following recommendations:

° the document needs a comprehensive review in terms of its internal structure. A structure that follows the decision-making process involved in selecting an occupation is recommended.

° the document needs further editing and inclusion of charts, graphs and other relevant visual material that can increase its effectiveness.

° presentation of the occupational world is too static. Emphasis must be placed upon the possibilities for improvement along different levels of a particular occupation. This dynamic view can enhance the value of vocational education and help develop new attitudes that are badly needed in our society.

° the document does not include references about the interest scales used. For this reason, the evaluators will hold judgment on the adequacy of such scales. If the scales are new or modifications of others previously used, they should be adequately tested.

° once the Guide is modified, it should be tested with a sample of young persons to determine the level of understanding and the reaction towards its contents.

c. Development of a study to determine employment requisites among the industrial and business sectors in the area

This particular project resulted from a further definition of one of the Council's original ideas that pursued the development of a study of occupational demand in the area covered by the Project. Since this Project was costly and ambitious, the Project Consultant recommended its limitation to something more modest but still very useful in terms of the general and specific objectives of the Project.

The Council decided in favor of reducing the scope of the study and selected a committee to work with the Consultant in the development of a questionnaire to be sent to a sample of industries and businesses in the area. The questionnaire would be limited to the following aspects:

- educational and other general requirements by different employment categories,
- relationship between industry and business on one side and educational institutions on the other,
- determination of general recommendations submitted by individual and business sectors to improve educational programs.

A strategy for implementation of the study was designed and approved. The initial draft of the questionnaire prepared by the Project Consultant was revised by the committee and approved in its final form.

This Project, that Council members consider their most important one, has not been completed because the necessary information to select the sample has not been available. The Department of Labor is the only Department that can provide a list of industries and businesses in the area, classified by municipality and with information about the number of employees by occupation. The project staff and the Project Consultant have been trying to obtain this list without success to date.

Though the project could derive samples from existing partial lists, the Council has preferred to make additional efforts to obtain a complete list. The evaluators recommend that the Council dedicate some of its efforts to create conscience of the need to have such a list at the disposal of interested persons.

This Project will be completed by December and together with the occupational guide will constitute useful instruments for young students and counselors. They will help facilitate the transition between school and work which is the ultimate goal of the Council's work.

3. Planned Activities

In the next two months, the Council will comlete the last two projects described in the previous section. It has also planned the following activities:

a - Workshop on the importance of cooperative programs.

This workshop will focus on the role of the industrial sector in the development of work-study programs. Its purpose is to increase consciousness among participants of their role in the educational process.

This activity was proposed by the Council and will seek participation of representatives of the educational sector.

b - Seminar on the impact of Law 230

This seminar is considered of great importance since industrialists and educators are aware of restrictions imposed by this law to the employment of minors. The seminar will seek participation of industry, business, students, parents, educators and legislators.

It is expected that, as a result of this discussion, the Council will be able to recommend amendments to said Law 230.

C. Final Remarks

A. Accomplishments

This project has accomplished the following objectives in terms of Stage One of the theoretical model presented:

1. Establisbments of the Council.

2. The development of a more effective capacity for the integration of education and work policies. This has been accomplished through several seminars.

3. The development of an occupational outlook and Career Information reporting system.*

4. The development of career guidance and counseling services to be provided to all high school and college students.*

Other future developments are intended to address the following objectives specified in the model.[1]

1. Develop, as a community responsibility, programs to familiarize high school youth with work and services.

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* These developments are still in process but will be completed by December 1977. They refer mainly to the study on employment requirements and to the Occupational Guide.

[1] See the section about Planned Activities.

B. Administrative developments being discussed by the staff

The staff has expressed concern about the time consuming effort of regular reporting to the Project sponsor. A standardized method of reporting would be desirable in order to reduce the time dedicated to this task.

Another aspect being discussed is the possibility of implementing a more flexible budget that will allow for social activities which have proven to be an adequate way of attracting participation, particularly of very busy employers who are more available at lunchtime.

C. Involvement of members and the future of the Council

All members interviewed agree that the Council has performed at an adequate level, considering the lack of tradition for voluntary work of this type. The interviews reveal a great involvement on the part of Council members and they exhibt a willingness to collaborate in the necessary fund-raising efforts. Two members expressly mentioned the Council should try any way possible to continue the work started.

The evaluators have discussed the funding problem with the Project Staff. The Director is conscious of the need to devote part of next year's effort to elaborate a plan that can guarantee the perpetuation of the Council. Some ideas have been already presented by the Project Consultant and their discussion will receive first priority in next year's agenda.

Another aspect about the future development of the Council is the need to incorporate more representation from students and parents and to design effective ways to reach greater numbers of these sectors by means of the schools (counselors, parent-teacher associations, etc.)

The need to further publicize the Council beyond the local level through the use of newspapers, radio and television.

ADDENDUMS

1. TENTATIVE ACTION PLAN
2. FINAL ACTION PLAN
3. QUESTIONNAIRE TO COUNCIL MEMBERS

INTER AMERICAN UNIVERSITY OF PUERTO RICO
REGIONAL COLLEGES ADMINISTRATION
BAYAMON REGIONAL COLLEGE

COMMUNITY EDUCATION - WORK COUNCIL

TENTATIVE PLAN OF ACTION

PLAN OF ACTION

Specific Objectives	Activities	Goal
1) To promote the work of the Council in the community and in the college.	a) Make in-site visits to schools, industries, agencies and other public and private institutions to promote the aims of the Council.	April
	b) Promote the Council within the college community to obtain the faculty and students support.	April
2) To develop counselor advisor services.	a) Contact schools directors to explain council's functions and request cooperation to implement objectives.	April
	b) Make in-site visits to schools to make inventory of counseling and guidance service in the schools.	April
	c) Begin to institute guidance services on voluntary basis with community resources, where not available (volunteers corps).	April
	d) Disseminate with work-site visitations and promotional material the functions of the Council among community economic resources to obtain their cooperation in complementing guidance services.	April
	e) Set up basis for evaluation process.	April
	f) Conduct career and vocational "rap sessions" with parents and youth.	May
3) Organization of Voluntary Corps to serve as an instrument for the council to reach the inner community.	a) Identify prospective members	May
	b) Commit and train volunteers	May
	c) Develop printed material related to the work of the volunteers and the Council.	May

Plan of Action

Specific Objectives	Activities	Goal
4) To develop a local occupational information system.	a) Prepare inventory of available occupational information resources in the community.	May
	b) Work out a plan with the local employment service and other sources to receive up-to-date data on job opportunities.	May
	c) Contact prospective employers on job opening and prospects.	May
	d) Prepare information, newsletter or other publication and make it accessible to students.	June
5) To coordinate work placements with educational institutions.	a) Meet with school counselors, job placement officials and/or cooperative education personnel to get feed back of students needs.	June
	b) Conduct seminar on future job prospects for graduate candidates.	June
	c) Establish contacts with Employment Service, CETA, Manpower agency and other resources to stimulate job development for graduates.	June
	d) Prepare brochure to disseminate advantages of youth employment and job placement services available at the schools to prospective employers.	June
6) To enhance the concept of career eduaction.	a) Prepare work plan for career orientation after summer recess.	July
	b) Make recommendations to broaden internship programs in schools and universities.	July
	c) Consult community resources to spread the concept of apprenticeship.	July

Plan of Action

Specific Objectives	Activities	Goal
	d) Design plans for forums and publish results concerning problems affecting education-work experience such as restriction on youth employment and experiential learning programs, licencing, minimum wage collective bargaining contract and youth hiring practices.	July
) To promote educational changes.	a) Prepare recommendation for greater recognition of work experience in terms of credits, flexible class schedules which facilitate job placements.	August
	b) Visit and discuss such recommendation with the highest possible authorities within the institution.	September
	c) Follow-up action taken through in-site visits.	September
	d) Discuss results.	September
) To complete evaluation of council's first year program.	a) Bring in an evaluation consultant to examine the program and its consequences.	October
	b) Send final evaluation reports and examine results.	

PLAN DE TRABAJO DEL CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

OBJETIVOS	ACTIVIDADES	METAS	FECHAS TENTATIVAS
1) Proveer ayuda a los programas de Orientación y Consejería para que éstos puedan responder en forma relevante a la actual problemática del mundo del trabajo.	Preparación de un manual de Orientación para los Consejeros y su clientela.	Proveer a los orientadores y Consejeros de un instrumento de trabajo.	septiembre
	Preparación de un directorio de instituciones que tienen programas de desarrollo de recursos humanos.	Ofrecer información sobre las diferentes instituciones que existen en la comunidad y que tienen programas de desarrollo de recursos humanos.	septiembre
	Llevar a cabo sminarios, conferencias, talleres de trabajo, etc. Para la capacitación profesional del personal de Orientación y Consejería en la instituciones educativas.	Ampliar los conocimientos de los Consejeros y Orientadores con relación al mundo del trabajo.	octubre
2) Determinar los requisitos de empleo en los sectores económicos de la manufactura y el comercio en el área geográfica que comprende la región de Bayamón.	Llevar a cabo un estudio para identificar los requisitos generales de empleo que existen en la manufactura y el comercio: 1- Preparación de un cuestionario para realizar el estudio. 2- Envio del cuestionario a los patronos. 3- Recopilación y tabulación de la data. 4- Estudio y recomendaciones del Consejo sobre los resultados obtenidos.	Obtener base informativa que sirva de evidencia al Consejo para hacer una serie de recomendaciones a las instituciones educativas y otras instituciones interesadas sobre como se debe armonizar el desarrollo de los recursos humanos en tono con estos requisitos	octubre

PLAN DE TRABAJO DEL CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

OBJETIVOS	ACTIVIDADES	METAS	FECHAS TENTATIVAS
3) Hacer un análisis de las restricciones legales que limitan el empleo de menores.	Hacer un foro sobre la Ley 230 (Ley de empleo de menores). Celebrar una reunión del Consejo y personal del Departamento del Trabajo para discutir la Ley 230.	Lograr identificar las barreras legales que limitan el empleo de menores y hacer las recomendaciones necesarias para que se puedan enmendar las mismas.	noviembre
4) Determinar las necesidades en términos de Orientación Ocupacional que tienen los programas de Orientación y Consejería.	Preparación de un cuestionario para hacer un inventario de los servicios que ofrecen los programas de Orientación y Consejería en el nivel secundario (7-12) en las instituciones educativas públicas y privadas e identificar las necesidades que tienen los mismos en términos de Orientación Ocupacional.	Conocer el alcance y la efectividad de los programas de Orientación y Consejería en el nivel secundario.	diciembre
5) Proveer información y data significativa sobre las ocupaciones en demanda y las proyecciones ocupacionales.	Recopilación de data sobre las ocupaciones en demanda y proyecciones ocupacionales a través del Servicio de Empleo, Administración del Derecho al Trabajo, Administración de Fomento Económico, Junta de Planificación y otras instituciones tanto públicas como privadas.	Lograr que esta información llegue a los jóvenes a través de los orientadores, consejeros, coordinadores y otro personal del sistema educativo.	enero - febrero

OBJETIVOS	ACTIVIDADES	METAS	FECHAS TENTATIVAS
6) Promover en la industria la importancia que tiene el patrocinar los programas de Educación Cooperativa.	Orientar e informar más ampliamente a los patronos sobre la importancia de los programa de educación cooperativa de manera tal que éstos puedan estar mas concientes del ról que desempeña en el desarrollo de este tipo de programa. Llevar a cabo seminarios, talleres de trabajos, preparación de boletines informativos, etc.	Lograr interesar al mayor número posible de patronos en este programa y que a su vez puedan patrocinar los mismos. Lograr que el mayor número posible de jóvenes tenga la oportunidad de recibir adiestramiento a través de los programas cooperativos.	marzo

PLAN DE TRABAJO DEL CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

OBJETIVOS	ACTIVIDADES	METAS	FECHAS TENTATIVAS
7) Recomendar la creación de un centro de información ocupacional	Gestionar con el Departamento de Instrucción Pública y el Departamento del Trabajo el que se establezca un centro de información ocupacional dirigido mayormente a prestar servicios a los estudiantes.	Lograr que se pueda crear un centro de información ocupacional mediante el cual los estudiantes puedan solicitar y obtener la debida información sobre el mundo del trabajo en forma clara y exacta.	enero - mayo

Consultores Asociados de Puerto Rico
P. O. BOX 21551, U. P. R. STA. 00931

OPINION DE LOS PARTICIPANTES SOBRE LAS ACTIVIDADES REALIZADAS POR EL CONSEJO DE EDUCACION Y TRABAJO DE LA COMUNIDAD

Con el propósito de realizar la evaluación reglamentaria de la labor del Consejo durante los primeros siete meses de duración del Proyecto, solicitamos su colaboración contestando en las hojas adjuntas las preguntas a continuación.

Este es un cuestionario abierto para permitir a usted expresar libremente sus opiniones. Nos interesan sus opiniones como representante de un sector, por lo tanto, no es necesario que usted se identifique. Una vez contestado, coloque el cuestionario en el sobre adjunto y envíelo.

Favor de identificar las contestaciones con el número de la pregunta.

Muchas gracias por su colaboración.

1. ¿Cuál usted considera el logro más importante de este Consejo?

2. ¿Cuál usted considera el problema mayor con que se ha confrontado el Consejo?

3. ¿Qué usted opina sobre la eficiencia de los métodos de reunión del Consejo?
   a. reuniones bimensuales de todos sus miembros
   b. reuniones de comités para tareas especificas

4. ¿Qué objetivos persiguen los siguientes proyectos y actividades del Consejo?
   a. Guía de orientación ocupacional
   b. Seminario sobre desempleo
   c. Seminario sobre consumidores
   d. Seminario orientación ocupacionl
   e. Estudio sobre requisitos de empleo

5. Utilizando los números del I al 5, coloque las cinco actividades y proyectos mencionados arriba en orden de importancia, según su criterio. Asigne el número 1 al más importante, el 2 al segundo en importancia y así sucesivamente.

COMMUNITY EDUCATION-WORK COUNCIL
FINAL REPORT

REPORTING PERIOD
April 8, 1977 - October 7, 1977

Submitted to: Dr. James Mahoney
Project Director
American Association of
Community and Junior Colleges

Submitted by: Suzann R. Harrison
Community Education-Work Council
DeKalb Community College
Clarkston, Georgia

Submitted on: October 7, 1977

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On June 7, 1977, DeKalb Community College was awarded a contract by the American Association of Community and Junior Colleges to establish a Community Education-Work Council to serve the metropolitan area. In concordance with the prime contractor, American Association of Community and Junior Colleges, contract number 99-7-784-42-09 (III,B,9), we, DeKalb Community College - the subcontractor - do hereby submit our final report. The first section of our final report contains a chronology of major events.

Mr. Joe B. Arrington was employed on April 18, 1977, as the Coordinator of the Community Education-Work Council. Mr. Arrington's salary was $17,659.68 per year. CETA funds were used to provide $10,000 of the salary and the remainder was taken from budgeted but unfilled positions.

During his tenure as Coordinator of the Community Education-Work Council, Mr. Arrington concluded the following activities: prepared the original budget request for $6,000 which was submitted to AACJC for approval; contacted the local office of Dun and Bradstreet to secure information on the purchase of a computerized list of the largest employers in the Metropolitan Atlanta area; visited representatives of business and industry, government, and other agencies.

Mr. Arrington made an outstanding start toward the establishment of a representative Council. Unfortunately, Mr. Arrington resigned his position at a crucial time in the development of the Council. Following Mr. Arrington's resignation, a search was made to locate a person qualified for a CETA Title II Public Service Employment position; however, because of the nature of the CETA requirements, an acceptable replacement was not located. In an effort to salvage the project, the College employed Mrs. Suzann Harrison to continue the project.

Mrs. Harrison's first major responsibility was to coordinate community relations between business, professionals, labor, government, service agencies, and education. Over one hundred individuals in the aforementioned categories were asked to share the enthusiasm in supporting the concept of a community education-work council. This consortium was to provide opportunities for the transition of youth from education to work. On August 9, 1977, an orientation breakfast for forty-three community leaders was held at the Marriott Hotel. A list of the guests and a newspaper article are attached.

Mr. James Mahoney, Project Director, American Association of Community and Junior Colleges, and Mr. Lindsay Campbell, Project Analyst, United States Department of Labor, were the guest speakers and informed the participants of the origin, concept, philosophy, and functions of a Community Education-Work Council. Dr. Grant Venn, Calloway Professor of Education, Georgia State University, and collaborator in the writing of The Boundless Resource by Willard Wirtz, was the special guest. The response to the first orientation meeting was extremely positive. The community was receptive to the concept and asked many "in depth" questions. Atlanta has an excellent base from which to draw resources.

On August 17, 1977, Mr. George Fellows, a member of the Board of Trustees for DeKalb College, and Suzann Harrison, met with Milton R. Lincoln, Associate Director of Public Affairs, Atlanta Chamber of Commerce. They discovered that for the past two years the Atlanta Chamber has been pursuing the concepts of a Community Education-Work Council.

The Atlanta Chamber has sponsored the "School Without Walls" curriculum, has organized "Project ACCORD," and has published a directory to aid business and industry in becoming aware of the educational training available in the metropolitan area and to aid business and industry in securing employees. "School Without Walls" is a program designed to bring the high school junior and senior into a business environment and provide academic learning experiences outside the school room. The acronym, ACCORD, stands for "Areawide Council for Career and Occupation Resource Development." It means a new approach aligning business and industry with education and helps teach new skills required by technological advances. The Atlanta Chamber is expanding its activities and is beginning its third year in promoting and facilitating meaningful cooperation and collaboration between education and industry.

On Tuesday, August 23, Milton Lincoln, Atlanta Chamber of Commerce, and Frank Smith, Education Task Force, met at the District Office with Mr. George Fellows, Dr. Scott, and Mrs. Harrison. Plans were made to merge the efforts of the Chamber's ACCORD and the Community Education-Work Council. Another meeting was scheduled to be held in September.

On September 7, 1977, a part-time secretary was employed. With the employment of Mrs. Barbara Fuller, many of the organizational tasks and secretarial duties were delegated to her.

During the week of September 5, Mr. Don Cargill, Executive Director, State of Georgia Advisory Council on Vocational Education, was contacted; after several conversations, Mr. Cargill graciously agreed to act in an advisory capacity. He agreed to evaluate the Community Education-Work Council's progress and activities for this year, April 18, 1977 - October 15, 1977; he contributed much information concerning the Georgia Public Schools, and he aided in the selection and compiling of a questionnaire.

Also, during the week of September 12, plans were made to have an organizational breakfast meeting for the Community Education-Work Council to be held September 28, 1977, at 7:30 to 9:00 a.m. at the Admiral Benbow Inn, Northeast. The agenda for the second meeting was the organization of the council, the forming of a steering committee, and selecting of a chairperson.

One of the outstanding events was when Dr. Grant Venn, Calloway Professor of Education, Georgia State University, accepted an invitation to work with the Community Education-Work Council as a consultant. He accepted an invitation to attend the second meeting scheduled for September 28. Dr. Venn also agreed to conduct a workshop on Monday evening, October 17 at 7:00 - 10:00 p.m. This was to be a dinner meeting and was to be followed by a workshop. Dr. Venn requested a "log" of the Community Education-Work Council's activities and progress.

Richard Labrie, Project Director, Education-Work Council, Enfield, Connecticut, extended an invitation for Suzann Harrison to attend their third meeting of the Education-Work Council to be held at the Springfield Marriott Hotel on September 21. In addition, an invitation was extended by Richard Oliver, Project Director of the Worcester Career Education Consortium, to visit their project on September 22. Plans and airline reservations were made to attend these meetings. Correspondence relating to these plans is attached.

On Wednesday morning, September 28, Mr. Milton Lincoln and Mr. Sidney Rodbell, Atlanta Chamber of Commerce representatives, met with Mr. Mahoney, Mr. Campbell, Dr. Thompson, and Mrs. Harrison at the College District Office. The Chamber and the College agreed to collaborate.

As a result of the collaborative efforts of the past months, the future of the DeKalb Community Education-Work Council will take the following directions.

Meeting the specific goals and objectives as outlined in the original request for proposals issued by the American Association of Community and Junior Colleges, the action phase of the Council - The Career Development Center - will continue to operate as previously planned. The Center will by funded by DeKalb CETA, the Central Campus Counseling Department, and the Central Campus Student Government Association. The Center will continue to serve DeKalb youth ages 16-21. The Occupational Division of Central Campus is requesting Continuing Education Community Services Title I funds to employ counselors and clerical help to emphasize the occupational aspect of career development and to open the Center to youth ages 16-21 on weekends and evenings.

The leaders of business, industry, and government who have been orientated to the work of the Council will be invited to continue the Council in cooperation with the Atlanta Chamber of Commerce which has developed a comprehensive council composed of representatives of all metro counties.

In addition to these DeKalb leaders representing DeKalb in the Atlanta Council, they will also meet as a DeKalb Subordinate Council to provide leadership to the Career Development Center and other action programs that deal with education and work as they are developed at DeKalb Community College and the DeKalb County School System.

The second section of the final report (II,A) called for a milestone chart reflecting the current objectives and activities of the council; however, since the relationship between AACJC and DeKalb College is being terminated, these points were thoroughly discussed in section one (I). In order to avoid duplication of these points but to provide a complete analysis of the project and to provide a comprehensive statistical record, a complete documentation of objectives, activities, and events is attached. The documentation begins July 15 and ends October 7.

Several discrepancies (II,B) exist between the original plans and the actual performance of those plans. Two major discrepancies exist: first, the employment of staff and number of staff to be employed; secondly, the performance of objectives according to the time schedule as stated in the original proposal.

The original proposal called for a staff of five individuals; however, the staff consisted of a project director and a part-time secretary. Because CETA funds were to be used to provide $10,000 of the salary for the director and because of the stringent guidelines imposed on CETA positions, the project experienced severe difficulties in staffing personnel. Consequently, difficulty in employing staff caused the project to be delayed in execution and caused some severe problems in relationship to the completion of activities according to the time table suggested in the original proposal.

However, the achievements (III) of the past few months should not be overshadowed by the termination of this project with AACJC and DeKalb Community College. The most significant achievement of this community education-work council was the kindling of enthusiasm for the concept of aiding youth in its transition from education to the world of work. However, most important is the willingness of business, professionals, labor, government, service agencies, and educators to collaborate. The local community response was extremely rewarding; a survey and an analysis are attached.

Another rewarding achievement was the merging of community efforts - the Atlanta Chamber of Commerce and the Community Education-Work Council; their plans for merging were discussed in a previous section. But, the most concrete accomplishment for the Community Education-Work Council is the establishment of a Career Development Center at DeKalb Community College.

The concept of a Career Development Center for DeKalb Community College was developed as various College representatives worked on the grant proposal for the Community Education-Work Council. The writers of the proposal have envisioned the development of a Career Development Center as an action phase of the Council. It appeared to the proposal committee that the Center would enhance the goal of the Council to strengthen the existing job placement and career advisement of the Counseling Department.

Following the College's failure to receive funding for the Community Education-Work Council project from AACJC, a modified Community Education-Work Council proposal was submitted to the DeKalb CETA office for funding. The major emphasis of the CETA proposal was on action projects. The Career Development Center was the major action phase of the Community Education-Work Council proposal. The CETA proposal was accepted and five full-time CETA positions were approved to establish the Council and the Center.

The Administrative Cabinet of the College reviewed possible locations for the Career Development Center and decided to locate the Center on Central Campus. The decision was made because of the following factors. First, Central Campus has adequate space for the Center to be located in the Student Center, the place most available for student use. Secondly, Central Campus is located in the middle of DeKalb County, making it easily available to most County youth between the ages of 16 and 21. Thirdly, the Central Campus Student Government agreed to underwrite equipment and operating supplies for the Center.

Our first orientation meeting (IV,D) for community leaders was held on August 9; a second meeting, which was to be organizational in nature, was planned to be held on September 28; our third meeting, scheduled for October 17, was to be a dinner - workshop conducted by Dr. Grant Venn.

Four concrete areas of collaboration (IV,F) were achieved during the formative period of the Community Education-Work Council. First, forty-three community leaders expressed a concern and an awareness of the aspirations and philosophy of a council as expressed in The Boundless Resource by Willard Wirtz. Secondly, the Atlanta Chamber of Commerce is tremendously enthused and totally committed to improving the relationship of business, industry, and education. "Project ACCORD" is an outstanding accomplishment, and the Chamber and College are diligently pursuing the merging of community efforts. Thirdly, Dr. Grant Venn, Calloway Professor of Education, Georgia State University, offered his time, expertise, and commitment to expanding the concept of a Community Education-Work Council in the metropolitan area. And fourthly, Don Cargill, Executive Director, State of Georgia Advisory Council on Vocational Education, offered assistance, administrative resources, and state services.

The outstanding institutional change (IV,G) which has occurred as a result of the council's work was the implementation of a Career Development Center by the College. The concept, emphasis, and location of the Career Development Center have been previously explained.

Since the Council was not officially activated, prioritized objectives (IV,H) and problems cannot be concretely listed. However, tentative plans (IV,I) and suggestions for the second year funding had been given much consideration. One of the biggest hurdles for the second year was funding; however, with notification that AACJC's first funding period could possibly be extended from October 15 to December 15, immediate budget adjustments had to be made. A revised, modified budget was submitted to AACJC; AACJC had tentatively agreed, if possible, to assist the project with personnel expenses during this extension.

Next, funding for the second year needed to be evaluated. CETA was to contribute $10,000 to the project administrator's salary and $1,967 in fringe benefits. CETA was to contribute $7,545 to the secretary's salary and $1,552 in fringe benefits. Also, CETA officials had requested a revision of the original proposal and had suggested that a regular travel allowance of $900 be included. The College had contributed $3,000 to the 1977-78 funding of the project: $1,000 for operating supplies and expenses; $1,000 for equipment; and $1,000 for printing. In addition the College would provide the following: office space for staff, free parking for staff, utilities except long distance telephone, office cleaning service and indirect cost for data processing, accounting, and administrative services.

Based on the premise the College would receive funds of $6,000 for the second funding period from AACJC, the funds had been tentatively allocated as follows: salary, $4,445; long distance telephone, $350; council expenses $855; and consultant expense, $350; total $6,000. Plans and aspirations were to raise $10,000 from business and industry which was to be allocated according to the discretion of the council members.

Also in regard to plans and programs (IV,I), the Career Development Center was to be and will be established as previously planned. The second breakfast meeting for the Council had been scheduled; the agenda for the meeting was to be the organizing of the council, the forming of a steering committee, and the selecting of a chairperson. A third "dinner-workshop meeting" had been scheduled for October 17; Dr. Grant Venn was to be the coordinator for this evening. Plans had already begun in regard to implementing "School Without Walls." Jim Clark, Director, Career Education, has been most helpful in coordinating high school principals, counselors, and geographical locations concerning the implementation of this program. Plans were and are being made to merge the community efforts of the Atlanta Chamber and the Council. Milton Lincoln is applying for DOL assistance and monies.

In reference to Section V, financial and resource contributions, the College made the following contributions:

Orientation breakfast for local community leaders	$100.00	(Receipt)
Free Printing Services	40.00	(Estimate)
Supplies (Paper, typewriter usage, pens, etc.)	50.00	(Estimate)

In addition the College provided the following: office space for staff, free parking for staff, utilities except for long distance telephone and installation, office cleaning service, and indirect cost for data processing, accounting, and administrative services.

AACJC provided the following:

Personnel	$4,306.55	(Receipt)
Office Operations	483.34	(Receipt)
Travel	99.96	(Receipt)
Council Activities	277.02	(Receipt)
Tape Rental	750.00	(Receipt)

The Community Education-Work Council experienced several problems (VI,A). With the resignation of Mr. Arrington on May 23, 1977, the Council began to experience problems with staffing of personnel. Following Mr. Arrington's resignation, a search was made to locate a person qualified for a CETA Title II Public Service Employment position; however, because of the nature of the CETA requirements, an acceptable replacement was not located. At this time, July 15, the College employed Suzann Harrison as a temporary coordinator; she was hired on an adjunct arrangement--$669 for every one hundred hours of employment during July and August. Beginning September 1, Mrs. Harrison was paid at the rate of $705 for each one hundred hours of employment.

Some problems were experienced in funding the project; they were discussed in Section (IV,I). Also, some difficulty arose in trying to locate a secretary to meet the CETA qualifications. The only other problem was one of trying to meet the time schedule as outlined in the original proposal.

Problems concerning the funding of the project for 1977-78 were adequately solved (VI, B, C). With the help of AACJC and CETA, the problems that would have occurred were solved. Also, the problems in relationship to timing had been solved and a schedule was worked out through the month of October and the funding was solved through December 15. Local leaders had been contacted; they were very receptive and positive toward working with the Council; the small problem in relation to the local school board had been solved and all members were to be invited to attend all meetings, etc. As of September 13, the only problem remaining to be solved was the activating of the Council; a second meeting had been planned for September 28 to activate the Council.

Based on the response (VIII) of the educators, business people, professional people, union members, government officials, and service agency representatives to the Orientation Breakfast on August 9, the community was extremely positive. Approximately thirty of the forty questionnaires were returned. Many of the guests volunteered their services and agreed to serve on the Council (see attachment).

A complete documented budget summary is attached (IX).

RECOMMENDATIONS

1. DOL and AACJC should, if possible, give the Atlanta Chamber of Commerce all of the help, assistance, and monies they possibly can. For the past two years, the Atlanta Chamber has been striving to merge the worlds of work and education. The Chamber has encouraged and developed open communication and collaboration between business and education.

2. DOL and AACJC should encourage the Chamber to plan and to develop cohesive short-range objectives which can be achieved.

3. The Atlanta Chamber should be placed on DOL and AACJC's mailing lists for informative materials. Milton Lincoln should be encouraged to exchange information relating to the national work councils.

4. Dr. Grant Venn should be contacted as a resource person for the area; he is extremely interested and quite anxious to be of assistance.

5. Mr. Don Cargill should also be contacted as a resource person for the metropolitan area. For nine years he has worked as a liaison between industry, business, and education. The Goals for Vocational Education in Georgia are very similar to the concepts of the Council. Possibly, DOL and AACJC could contact Don Cargill and request a dopy of the Assessment of Comprehensive High Schools in Georgia.

6. Since many of the other governors are involved and since one of the Governor's primary interests is education, perhaps the Governor of Georgia should be invited to participate.

7. Mr. Jim Clark should be encouraged to continue his efforts in regard to the community education-work council concept in Dekalb County. Possibly, Mr. Clark could continue to pursue the idea of a Dekalb Council to be a sub-council of the Atlanta Chamber. Also, Mr. Clark could be encouraged to develop an on-going needs assessment of the labor and skill requirements of Dekalb business and industry and provide local occupational and career outlook information for high school students.

8. AACJC should continue to coordinate exchange sessions between project directors; the sessions could be group retreats or exchange encounters.

ATTACHMENTS

Council Members 11
Council Membership Representation 12
Documentated Budget 13-18

SUGGESTED COUNCIL MEMBERS

EDUCATION	Joe Willingham James H. Hinson Jim Clark W. Wayne Scott Seaborn A. Thompson Sue Harrison
SENATOR	Bob Bell
REPRESENTATIVES	Betty Clark Cas Robinson
SOUTHERN COMPANY	Marvin Bates
COLONIAL FOODS	Ted Simmons
COCA-COLA	James F. Williams
SOUTHERN BELL	Malcolm Campbell
GEORGIA POWER	Paul Spaduzzi
DAY'S INNS	Beverly Freeman
DELTA	Ken Allen
JUNIOR LEAGUE	Walter McCurdy
WOMEN'S CLUBS	Rose Surmay
SEIDMAN AND SEIDMAN	Willis Young
DEKALB COUNTY BOARD OF COMMISSIONERS	Walt Russell
LABOR	Edwin Berry
KRAFT FOODS	Mike Martin
MARTA	J. Edward Stahl
FOOTE AND DAVIES	Dean Pierson
INT. BROTHERHOOD OF ELECTRICAL WORKERS	Larry Wallace
DEKALB SUPERIOR COURT	Judge R. Keegan Federal, Jr.
PEACHTREE BANK	Charles Ginden
MEDIA	Jerry Crane
CHAMBER OF COMMERCE	Gil Campbell

ANTICIPATED COUNCIL MEMBERSHIP

	numbers	percentage
Manufacturing*	3	10.3
Public Service*	8	27.5
Education	6	20.7
Organized Labor	2	6.8
Business*	6	20.7
Associations	3	10.3
Parents	0	0
Media	1	3.4
Youth	0	0
Others (identify)		
Totals:	29	99.7

*Manufacturing: larger, product producing companies
*Public Service: government (local, state, regional, federal)
*Business: service and retail enterprises (banks, insurance, law offices, hospitals, doctors, etc.)

Adapted from Richard A. Sockol's "Evaluation Report #1", Education-Work Council Program, Asnuntuck Community College, p. 16.

DOCUMENTATION

A complete documentation of objectives, activities, and events 19-93

DeKALB COMMUNITY COLLEGE
COMMUNITY EDUCATION - WORK COUNCIL
955 NORTH INDIAN CREEK DRIVE - CLARKSTON, GEORGIA 30021 - PHONE (404) 292-4000

August 2, 1977

Dr. Grant Venn
Calloway Professor of Education
Georgia State University
University Plaza
Atlanta, Georgia 30303

Dear Dr. Venn:

DeKalb Community College would like to invite you to attend a breakfast at 7:30 a.m., August 9 at the Marriott Hotel Atlanta North (Perimeter Center, I-285 Ashford-Dunwoody Road). The local Community Education - Work Council is funded by AACJC, CETA, and DeKalb Community College.

The guests are a combination of educators, businesspeople, professional people, union members, government officials, and service agency representatives. The Council will provide a forum for sharing information, experience, and expertise to aid youth in the transition from education to work.

Thank you for arranging your schedule to include this breakfast.

Sincerely,

Sue Harrison

Sue Harrison

SH/jl

GUEST LIST
COMMUNITY EDUCATION - WORK COUNCIL BREAKFAST
AUGUST 9, 1977

DeKalb County Board of Education

Mr. Joe Willingham, Chairman
Mr. George Fellows

DeKalb County School System

Dr. James H. Hinson, Jr., Superintendent
Mr. Wilburn Adams, Associate Superintendent
Mr. Jim Clark, Director, Dept. of Career Education

DeKalb Community College

Dr. W. Wayne Scott, President
Dr. Seaborn A. Thompson, V.P., Continuing Ed. & Comm. Services
Dr. Barry Mellinger, Dean/Director, Occupational Division
Ms. Anne Patrick, Director of Staff & Community Relations
Miss Ann McConnell, Communications Specialist
Mrs. Sue Harrison, Community Education - Work Council

Georgia State University

Dr. Grant Venn, Calloway Professor of Education

Senators

Honorable James W. Tysinger
Honorable Lawrence "Bud" Stumbaugh

Representatives

Honorable Joseph A. "Joe" Burton
Honorable Betty J. Clark
Honorable Cas Robinson

Southern Company

Mr. Marvin Bates, Director of Data Processing

Colonial Foods

Mr. Ted Simmons, Corporate Manager, Public Relations

Coca-Cola

Mr. James F. Williams, Vice President of Community Affairs

Insurance/Real Estate

Mr. Arthur Bishop, President, Haas & Dodd Insurance

Southern Bell

Mr. Malcolm Campbell, Executive Assistant & Secretary

Georgia Power

Mr. Paul Spaduzzi, Employment Supervisor

Davison's

Mrs. Barbara Franze, Personnel Manager

Day's Inn

Ms. Beverly Freeman, Vice President of Personnel

Delta Airlines

Mr. Ken Allen, Systems Employment Manager

CETA

Ms. Gloria Close

Junior League of DeKalb

Mrs. Walter McCurdy, Jr.

Women's Clubs

Mrs. Rose Surmay
Mrs. Carolyn Jones

Accountant

Mr. Willis Young, Partner-in-charge, Seidman & Seidman

Judge

Judge R. Keegan Federal, Jr., DeKalb Superior Court

Dentist

Dr. David Goodchild

Minister

Reverend Jack Hudson, Minister of Activities, Dunwoody Baptist Church

Banks

Ms. Martha Simmons, Trust Company Bank
Mr. Charles Ginden, President, Peachtree Bank

Journalist

Mr. David Dick, CBS News

Chamber of Commerce

Mr. Kent Lawrence, Georgia Chamber
Mr. Patrick O'Haugherty, Human Resources Mgr., U.S. Chamber

Labor

Mr. Robert Hudson, Director of Training, Lockheed-Georgia Co.
Mr. Larry Wallace, Joint Apprenticeship & Training Trust, Ex. Dir.
Mr. Edwin Berry, Manager, DeKalb County Operations

U.S. Dept. of Labor

Mr. Lindsay Campbell, Program Analyst

AACJC

Dr. James Mahoney, Project Director

Kraft Foods

Mr. Mike Martin, Employment Manager

MARTA

Mr. J. Edward Stahl, Manager of Staff Development & Training

Foote & Davies

Mr. Dean Pierce

YOUTH IN TRANSITION
BRIDGING THE GAP BETWEEN EDUCATION AND EMPLOYMENT

1. What could the public schools, technical schools, and colleges do to prepare students (youth) for entry into the world of work?

2. Would a clearing house for positions (temporary, seasonal, or permanent) help you in your business or industry?

3. Professionally, what are you looking for to improve the quality of entry level workers?

4. Do you think that the education process is too general: should we be more specific in job orientation?

5. Do you feel that your company can benefit from this type of service to youth--fitting the job to the employee in terms of specific skills?

School-Work Coordinating Council Proposed

Why is the young person who wants to be a doctor selling hamburgers instead of working in a hospital? Why are hundreds of skilled jobs unfilled in a time of high unemployment?

DeKalb Community College recently introduced 40 Atlanta-area representatives from the professions, business, industry and labor to the idea of organizing a Community Education-Work Council to aid youth (ages 16-21) in the transition from school to work and to help match people with jobs.

Lindsey Campbell, chief liason officer for the U.S. Department of Labor who addressed the meeting of community leaders, explained that originally a nation-wide network of Community Education-Work Councils was planned. "At the present time 32 councils are in operation across the country," said Campbell.

He pointed out that each education-work council is designed by its members to meet the particular needs of the individual community. "There is no definite format which a council must follow," he said.

Possible functions for the organization could include working with schools in preparing students for entering the work world and serving as a clearing house to aid in fitting jobs to young job seekers based on their interests and specific skills.

The introduction of the Community Education-Work Council concept in the Atlanta area is being co-sponsored by the American Association of Community and Junior Colleges, CETA, and DeKalb Community College. In 1976, The U.S. Department of Labor allocated funds to the American Association of Community and Junior Colleges, the National Manpower Institute, and the National Alliance of Businessmen to develop councils to bridge the gap between the worlds of education and work.

At the present time, DeKalb Community College is one of six community colleges in the nation selected to provide leadership for the development of a council. "But, the Community Education-Work Council would not be a DeKalb Community College project only," commented Dr. Seaborn A. Thompson, college Vice President of Continuing Education and Community Services.

project is presently provided by AACJC and CETA, but as the project grows, additional money will come from the services provided and from industry.

Dr. W. Wayne Scott, DeKalb Community College President, described the project as a valuable opportunity to assist in meeting a community need. "After all, 'community' is our middle name," he said.

According to Dr. Thompson, further plans toward organizing a Community Education-Work Council are underway.

SCHOOL/WORK COUNCIL PROPOSED— Dr. James R. Mahoney, project director for the American Association of Community and Junior Colleges, introduces the concept of a community education-work council to area business and labor leaders. Seated left to right are George Fellows, DeKalb School Board member; Dr. James H. Hinson, Jr., DeKalb County School Superintendent; Lindsay Campbell, U.S. Department of Labor; and Dr. W. Wayne Scott, DeKalb Community College President.

EDUCATION	Joe Willingham James H. Hinson Jim Clark W. Wayne Scott Seaborn A. Thompson Sue Harrison
SENATOR	Bob Bell
REPRESENTATIVES	Betty Clark Cas Robinson
SOUTHERN COMPANY	Marvin Bates
COLONIAL FOODS	Ted Simmons
COCA-COLA	James F. Williams
SOUTHERN BELL	Malcolm Campbell
GEORGIA POWER	Paul Spaduzzi
DAY'S INNS	Beverly Freeman
DELTA	Ken Allen
JUNIOR LEAGUE	Walter McCurdy
WOMEN'S CLUBS	Rose Surmay
SEIDMAN AND SEIDMAN	Willis Young
DEKALB COUNTY BOARD OF COMMISSIONERS	Walt Russell
LABOR	Edwin Berry
KRAFT FOODS	Mike Martin
MARTA	J. Edward Stahl
FOOTE AND DAVIES	Dean Pierson
INT. BROTHERHOOD OF ELECTRICAL WORKERS	Larry Wallace
DEKALB SUPERIOR COURT	Judge R. Keegan Federal, Jr.
PEACHTREE BANK	Charles Ginden
MEDIA	Jerry Crane
CHAMBER OF COMMERCE	Gil Campbell

DeKALB COMMUNITY COLLEGE
COMMUNITY EDUCATION - WORK COUNCIL
955 NORTH INDIAN CREEK DRIVE - CLARKSTON, GEORGIA 30021 - PHONE (404) 292-4000

Your presence at our Community Education-Work Council orientation breakfast was greatly appreciated. We are honored that you have accepted our invitation to become a council member. The expertise for the carrying out of this project will come from volunteers from the worlds of work, business, labor, industry and education. Our second breakfast meeting will be held on Wednesday, September 28 at 7:30 a.m. at the Admiral Benbow Inn Northeast.

During the past weeks, we have actively pursued the organizational steps that will enable this council to be a community asset. The agenda for our second meeting will be the forming of a council, the selection of a steering committee, and the naming of a chairperson. Mr. James Mahoney, American Association of Community and Junior Colleges, and Mr. Lindsay Campbell, Department of Labor, will be our guests for the organizational meeting.

Dr. Grant Venn, Calloway Professor of Education, Georgia State University, has most graciously agreed to become a consultant for this project. He will be attending our second meeting; he, also, will be conducting our third meeting on Monday evening, October 17 from 7:00-10:00 p.m. This will be a dinner meeting and will be followed by a workshop.

Also, Don Cargill, Executive Director, State of Georgia Advisory Council on Vocational Education, has agreed to act in an advisory capacity. He has accepted our invitation to attend our breakfast.

We are anticipating a highly productive meeting and look forward to seeing you there.

Sincerely yours,

Suzann Harrison
Project Administrator

SH/bf

DeKALB COMMUNITY COLLEGE
COMMUNITY EDUCATION - WORK COUNCIL
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October 5, 1977

Dr. Grant Venn
Calloway Professor of Education
Georgia State University
University Plaza
Atlanta, Georgia 30303

Dear Dr. Venn:

Your presence at our Community Education-Work Council breakfast was deeply appreciated. During the past weeks we have actively pursued the organizational steps that will enable the Council to be a community asset.

At the present time the College has decided not to reapply to the American Association of Community and Junior Colleges for continued funding. However, the College will continue the program in cooperation with the Atlanta Chamber of Commerce Education-Work Council and the Community Campus.

Since the College's plans are indefinite at the present time, it is necessary to cancel the workshop and dinner meeting scheduled for Monday evening, October 17.

Milton R. Lincoln, Associate Director of Public Affairs for the Atlanta Chamber of Commerce, is extremely excited about the concept and is looking forward to working with you.

Thank you again for your help and assistance.

Sincerely,

Sue Harrison

Sue Harrison

SH/bf

QUESTIONNAIRE

RESULTS OF QUESTIONNAIRES

FINDINGS

Overview

Businessmen, professionals, representatives of labor, governmental officials, representatives of service agencies, and school administrators attended an orientation breakfast for the Community Education-Work Council. They were asked to consider and evaluate the concept of such a Council. In order for the community leaders to become aware of their possible involvement with such a project, they were asked to participate in two ways: first, they were to read and consider nine questions; second, they were to answer and return a brief questionnaire.

Purposes of the brief questions and questionnaire

--to assess the community's interest and response to a project of this scope

--to gather data from which to compile a more extensive questionnaire

Questions

The community leaders were asked to read and evaluate the following questions.

1. How many people are employed by your company?
2. What role does youth play in your present employment?
3. Will you give us accurate local occupational information?
4. Do you offer on-the-job experience and/or training?
5. Are you open to part-time employment?

6. Will you help us match individuals with jobs?

7. Will you provide opportunities to combine work or service experience with classroom learning?

8. Will you supply expertise in specialized areas?

9. Will you give community council leadership?

Questionnaires

In addition to considering these questions concerning the transition of youth from education to the world of work, the above mentioned community leaders were asked to answer and return the following questionnaire (see attachment for the original).

1. What could the public schools, technical schools, and colleges do to prepare students (youth) for entry into the world of work?

2. Would a clearing house for positions (temporary, seasonal, or permanent) help you in your business or industry?

3. Professionally, what are you looking for to improve the quality of entry level workers?

4. Do you think that the education process is too general: should we be more specific in job orientation?

5. Do you feel that your company can benefit from this type of service to youth--fitting the job to the employee in terms of specific skills?

Forty-three questionnaires were distributed; thirty were returned; this represents a seventy percent return factor. The individuals responded to all give questions. Upon completion of analyzing the data, the following results were obtained.

TABLE I

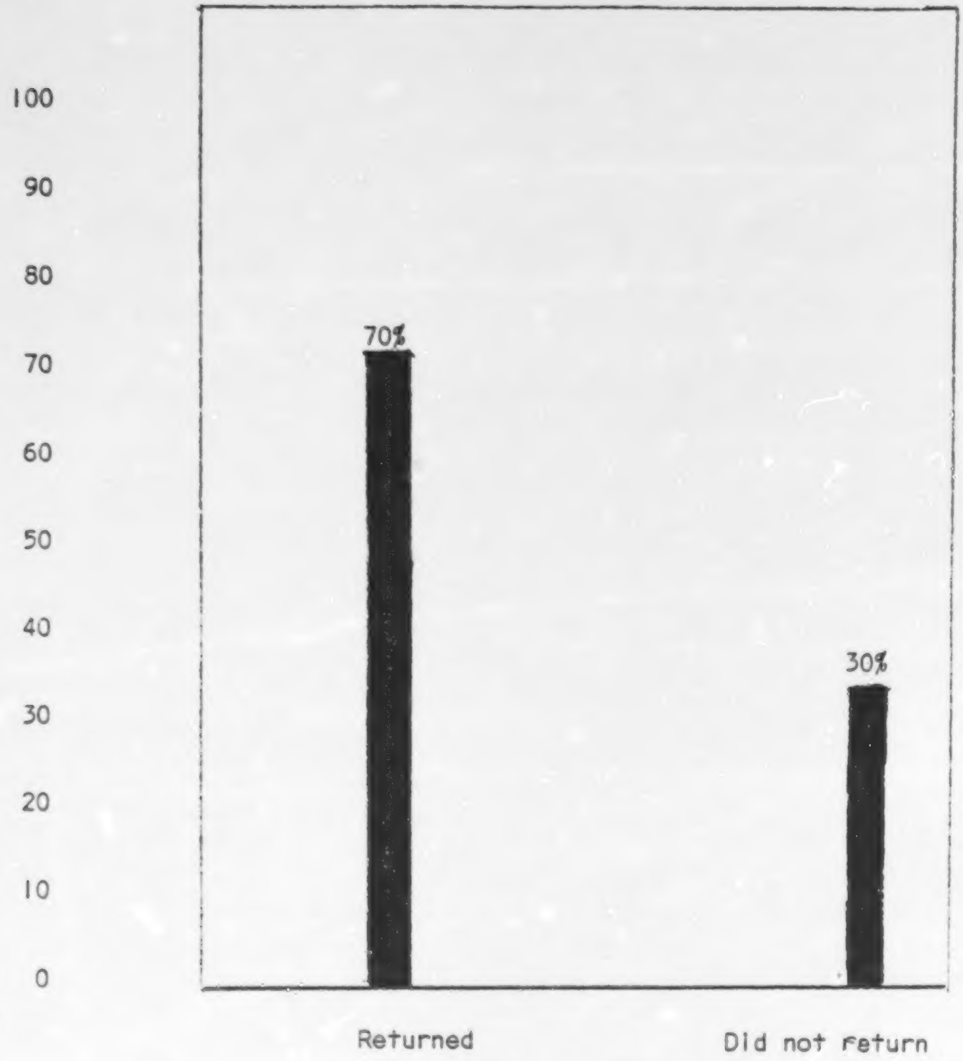


Table I reflects the response of community leaders returning the questionnaires.

TABLE II

Number of individuals responding to question I

1. What could the public schools, technical schools, and colleges do to prepare students (youth) for entry into the world of work?

   All thirty individuals returned the questionnaires and gave varied suggestions and comments. Some random comments are given below.

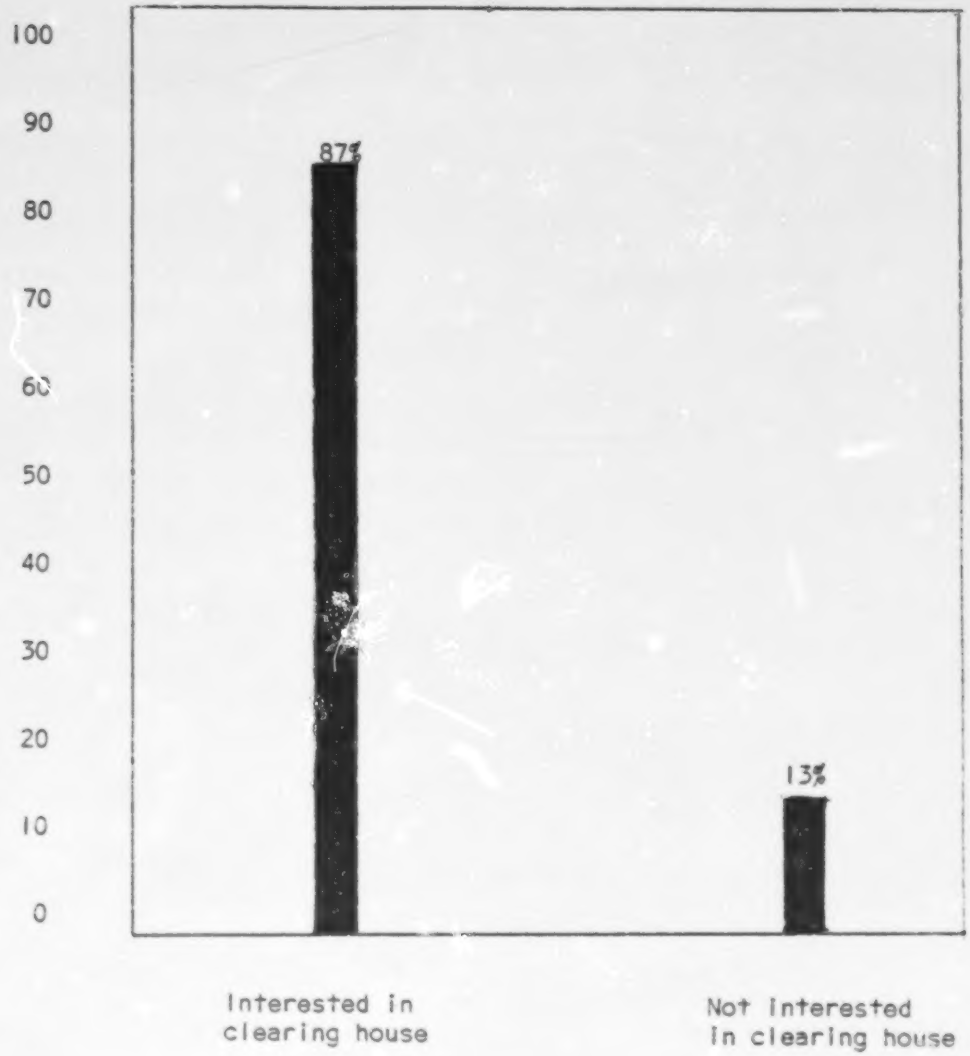
   --Schools can assist in developing a value system that is work orientated.

   --Schools can assist in perceiving and understanding the reality of the work world.

   --Schools can assist in gaining a better knowledge of work opportunities and requirements.

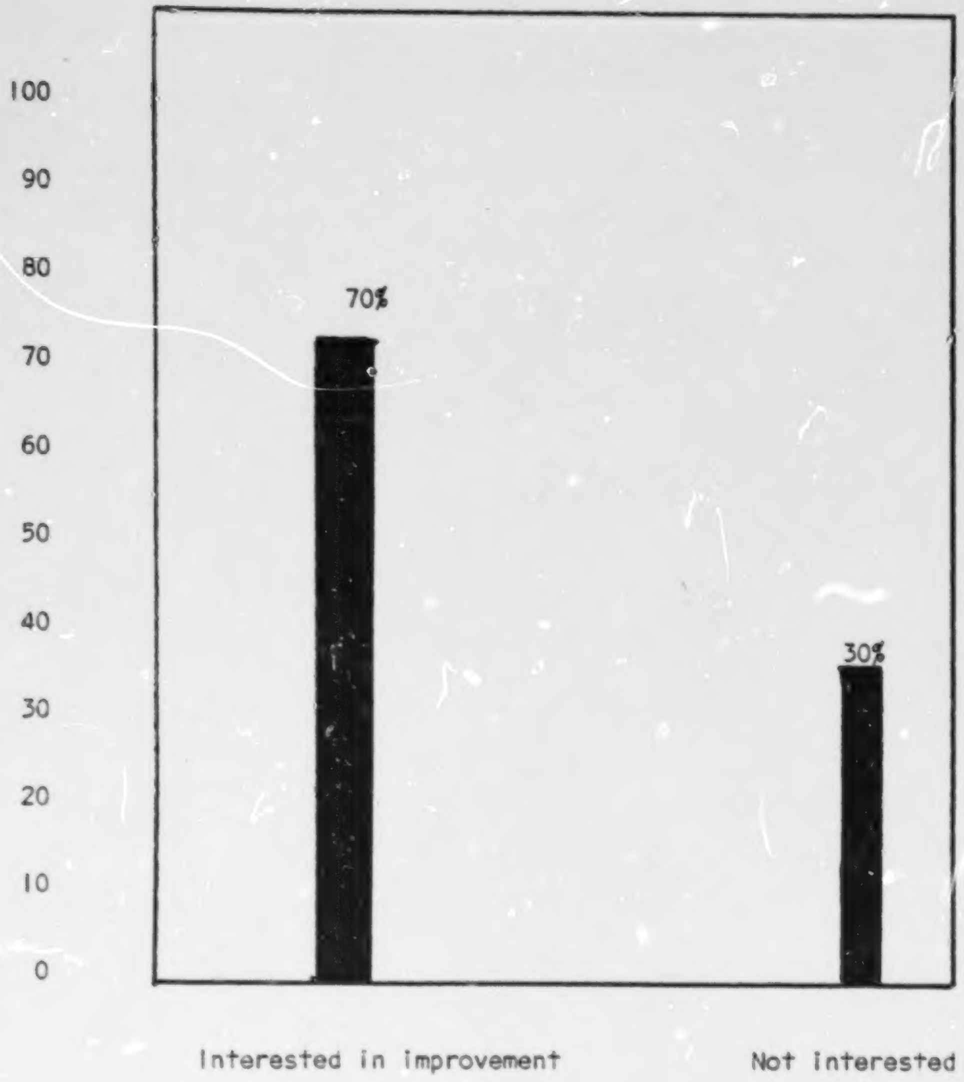
   --Schools can assist in assessing one's own skills potential in making appropriate work decisions.

TABLE III



2. Would a clearing house of positions (temporary, seasonal, or permanent) help you in your business or industry?

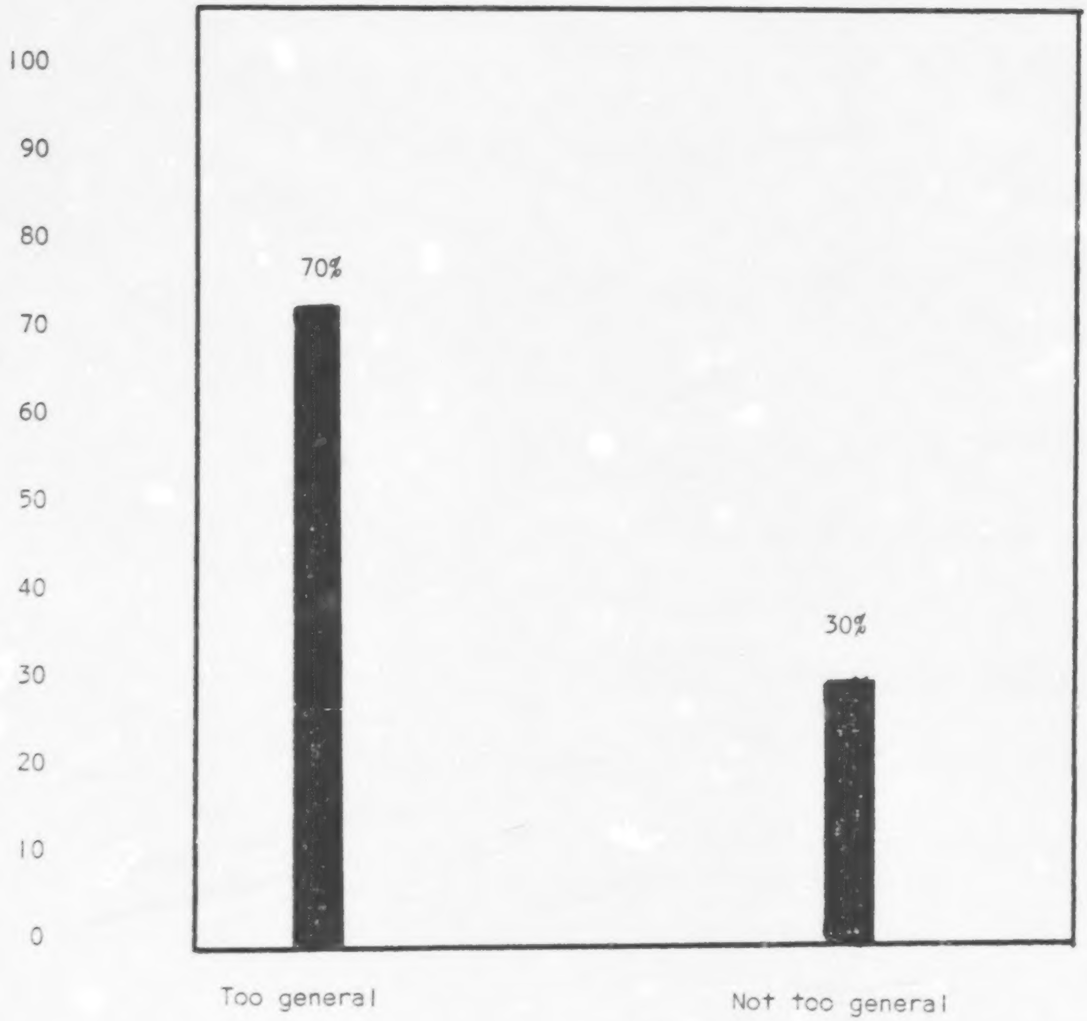
TABLE IV



3. Professionally, what are you looking for to improve the quality of entry level workers?

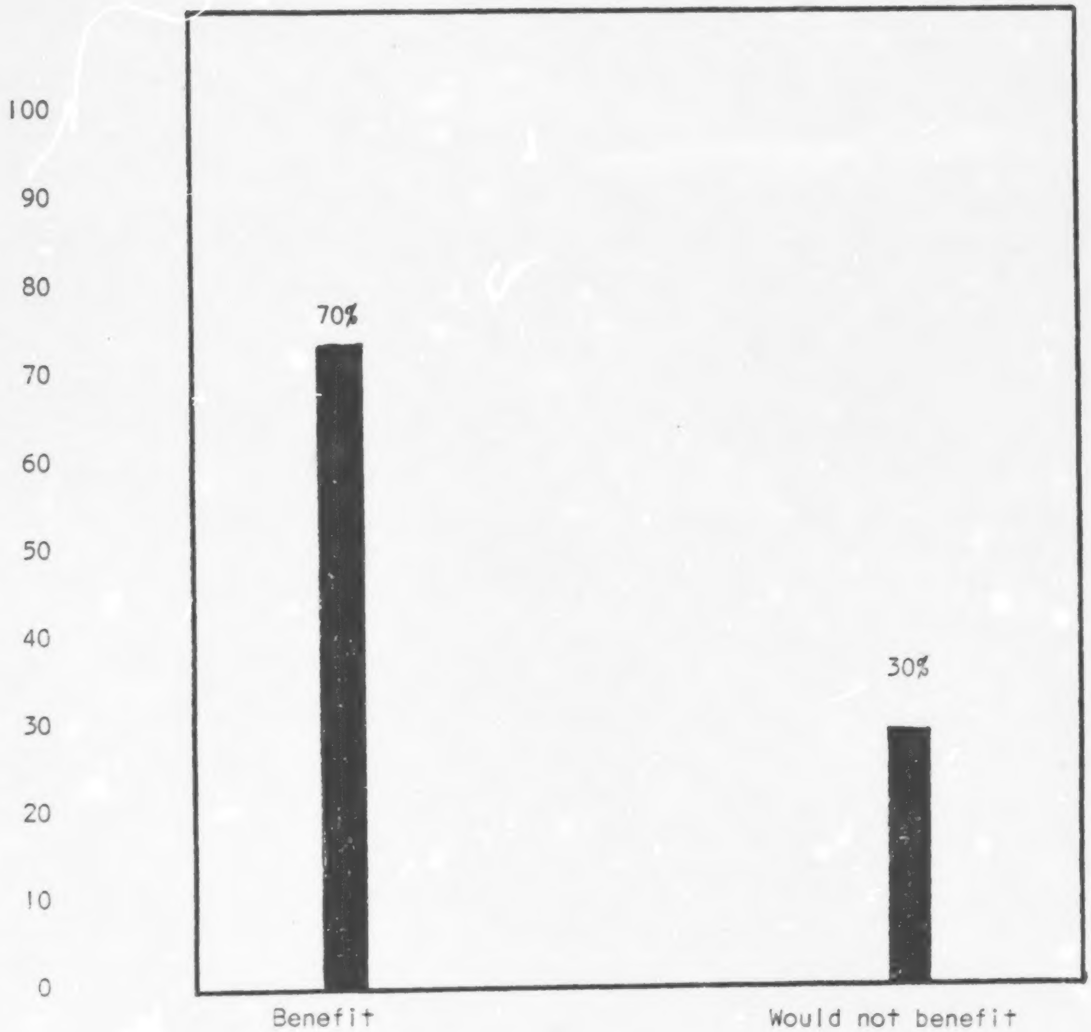
In response to this question 70% suggested improvements in reading, writing, and basic math; also they suggested improving the general attitudes of employees toward working.

TABLE V



4. Do you think that the education process is too general: should we be more specific in job orientation?

TABLE VI



5. Do you feel that your company can benefit from this type of service to youth--fitting the job to the employee in terms of specific skills?

Again 70% of the business community said that they would benefit from such a service.

Conclusions

1. Community leaders are interested and receptive to the concept of a community education-work council.

2. Community leaders feel education should offer a new approach to preparing youth for entry into the world of work.

3. Businessmen feel that a clearing house for positions for youth in their business would help.

4. Businessmen would like to see an improvement in the reading, writing, and math skills of their entry level workers; also they would like to see an improvement in the attitudes toward working.

5. Most businessmen and community leaders feel that the education process is too general.

6. Most businessmen feel that their company can benefit from the service of fitting the job to the employee in terms of specific skills.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 24 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES